

Gary Library

1922

Gary Library
WITHDRAWN
MONT JUNIOR COLLEGE
GARY LIBRARY

A DOZEN A DAY

IN
SPELLING, PUNCTUATION, AND GRAMMAR

BY

HAROLD H. WADE

*Headmaster, Worcester Academy
Formerly Master in English and Public Speaking
Worcester Academy, Worcester, Massachusetts*

AND

JOHN E. BLOSSOM

*Head of the English Department, Worcester Academy
Worcester, Massachusetts*



HOUGHTON MIFFLIN COMPANY

BOSTON • NEW YORK • CHICAGO • DALLAS • ATLANTA • SAN FRANCISCO

The Riverside Press Cambridge

COPYRIGHT, 1929

BY HAROLD H. WADE AND JOHN E. BLOSSOM

COPYRIGHT, 1926 AND 1927, BY HAROLD H. WADE AND JOHN E. BLOSSOM

ALL RIGHTS RESERVED, INCLUDING THE RIGHT TO REPRODUCE
THIS BOOK OR PARTS THEREOF IN ANY FORM

The Riverside Press
CAMBRIDGE · MASSACHUSETTS
PRINTED IN THE U.S.A.

425
W119a

425

W13

4512

THE ABILITY TO WRITE
WITH CLARITY AND POWER
IS ONE OF THE IMPORTANT SIGNS
OF AN EDUCATED MIND

4502

PREFACE

A Dozen a Day is a practice book in spelling, punctuation, and grammar. It is designed to be so flexible in arrangement that it can easily be adapted to the needs either of a class or of an individual student. The order of the lessons can be followed logically and profitably. In favor of the plan adopted, moreover, the authors urge three facts: first, that it is logical; second, that each lesson leads naturally to the one which follows; third, that the lessons are so arranged that the knowledge of grammar can immediately be applied to diction, sentence structure, and punctuation. Trial of the book with high-school classes reveals the fact that students appreciate and profit by this correlation. The purpose of the book is to provide a maximum of drill material with a minimum of explanation. The methods by which this end has been achieved are such that the authors would call special attention to them.

TITLES. Particularly should pupils be reminded that each page presents one definite task, or at most a series of tasks all related to the same problem. The general nature of the exercise is denoted by the page title. The subtitles are not mere decorations; they are intended to present in a concise and novel manner the crux of a problem. Call attention to the "advertising titles"; they are intended to be useful.

EXPLANATORY NOTES. The explanation necessary for an intelligent attack upon each problem is given in as concise a form as possible. Students should be directed to study this material carefully and to take notice of the methods recommended. In grammar particularly the method of attack is more than half the victory. Grammar is not the guessing game that many students would make of it.

HOME WORK. The home work is, of course, illustrative of the principles laid down above it. Frequently additional information or necessary cautions are added in the sentences themselves. Unceasing drill in the ability to see and to reproduce exactly what is on the printed page is often more necessary even than we suspect. If we could eliminate all the errors due to misreading and consequent misinformation, our classrooms would be places of greater joy. Certainly, therefore, the exercises in copying are not a waste of time. It is perhaps unnecessary to observe that these exercises should be copied neatly, without abbreviation, and with absolute accuracy. Inaccurate and slovenly copying only enforces the bad habits that we would cure. Rapid examination of the first few sets of work presented will reveal careless work which must be recopied until correct habits and standards are established. Occasional surveys thereafter should be sufficient to keep

home-work papers up to standard mechanically. Certainly it is *not* the intention or practice of the authors to correct all home work, or even any of it further than to detect unsatisfactory copying. Home work and class drill on it are teaching devices. It may be credited on the record book if the teacher desires. What the student has accomplished, however, should be judged by his production on the short class tests, the achievement tests, and on such longer examinations as the teacher chooses to provide.

SETTING-UP EXERCISES. Use the setting-up exercises at the beginning of each period; they constitute a carefully organized review. Make the drill lively. Each exercise is hostile to the thought, "We had that lesson last week. Why expect us to know it now?" Setting-up exercises are to keep one in condition. Review and more review is good pedagogy and good psychology.

SCORING. Deductions for errors should be arbitrary, not in mathematical relation to the number of possible errors. It seems reasonable to suppose that study of the exercise plus class drill and explanation by the teacher should enable a student to show nearly perfect mastery of the principle involved. Hence a rather strict standard of grading should be adopted to encourage close attention and high class production. Class work that calls for copying should be penalized severely for failure to read and to reproduce accurately. The deduction in percentage for each error must be determined by the individual teacher. In spelling, however, the authors would indicate that probably on advance work, and certainly on review, not more than one error should be allowed on a passing paper. Why should we study spelling if we can continue to misspell? Words not specifically included in a lesson or in previous lessons should be dealt with more leniently, although even here we can remember that the student has full opportunity to familiarize himself with them when he prepares the lesson. Sentence structure is also a matter for attention. We should learn *to spell as we write*, with necessary attention to other matters involved in composition besides spelling.

CLASS WORK. In general, class-work exercises in grammar and punctuation should be done after the home work for the day has been discussed. In an advanced class the dictation or copying may be given at once and discussed on the following day if weaknesses in the principles of the lesson are revealed.

Teachers who have not used dictation as a device for developing concentration and sentence sense will be surprised to find how quickly a class will gain under this training. It seems desirable to dictate in short word groups and to re-read the entire passage for a check after it has been taken down. The student should be familiar with the thought of the dictation passage when he comes to class.

SPELLING. Spelling lessons are to be given, usually, in conjunction with

other work, not in a special period devoted to spelling alone. If paper is given out as soon as a class is seated, the dictation can be accomplished in little more than five minutes. Papers can be collected for correction, or exchanged and corrected by fellow students, the teacher dictating the correct spelling and punctuation for the passage. (The punctuation should not be overlooked, for great care has been taken to make sure that students shall copy and imitate varied and correctly punctuated sentences while they are studying spelling.) Correction by the students not only saves the time of the teacher; but, far more to the point, it trains students to proof-read papers accurately. It is a valuable exercise and should not be neglected.

Lists of troublesome words from a number of books usually studied in high school have been included. Experiments have shown that a lesson in spelling, with attention to difficult proper names, *before* a book is assigned for study, prevents a vast number of inaccuracies.

PUNCTUATION. Cross-references indicate, in general, where punctuation can and should immediately be related to the grammar necessary to understand it. Sentences provided for copying have intentionally been made of sufficient merit and variety to serve as models. It is well to notice in particular that most items set off by commas are set off because they are non-restrictive. Therefore continued emphasis is laid upon restrictive and non-restrictive uses: Restrictive, "Does this *point out a particular person, place, time, or circumstance?*" Non-restrictive, "Does it merely *add information?*" The authors believe that those who will master the difference between restrictive and non-restrictive elements in a sentence have gone far toward the ability to punctuate intelligently.

FORMAL GRAMMAR. Those who desire to teach or to review formal grammar without making immediate application of it to the problems of composition have only to omit the lessons in applied grammar and follow the lessons on formal grammar as they appear in the text. This book provides, therefore, concise review material in preparation for college entrance examinations in which a knowledge of formal grammar is required.

Especial emphasis has been laid upon conjunctions as they serve to indicate thought relations. For this reason consideration of conjunctions has been deferred until they can be studied "at work" relating ideas expressed in clauses. Each year we are increasingly convinced that weakness in expression, notably in the use of faulty compound sentences, is the result of ignorance; the student does not know how to relate his ideas. To remedy this defect is the function of the numerous pages on the use of conjunctions.

APPLIED GRAMMAR. Teachers who wish to drill on faulty grammar in composition may use independently the exercises listed in the table of contents under the headings "Verbs (adjectives, etc.) at Work." Lessons may be taken up in any desired order. Furthermore, *A Dozen a Day* is adapted to short drills on errors in diction in conjunction with other material for study. If oral work only is desired, it can be done without written preparation. A

considerable number of lessons may be covered in a minimum of time by following this method of presentation. More than this, the book is designed particularly *to enable the student to help himself*. An individual who shows certain weaknesses can be required to work on his own problem in addition to his regular assignments. Usually he is eager to do so when he realizes that he can succeed. An unusual amount of drill material is provided, and the tasks are not mechanical. Alertness is demanded as far as possible by the fact that the student may have to fill a blank, choose a correct form, make a revision, or determine that a sentence is correct as it stands.

ACHIEVEMENT TESTS. After each series of three lessons in spelling, achievement tests have been provided. Each paragraph includes some words from each lesson in the preceding group, so that three reviews of the lessons are required. Whether all three paragraphs shall be dictated on the same day or on successive days is left to the discretion of the teacher. Probably one paragraph per day will usually be assigned.

Achievement tests in punctuation constantly emphasize recognition of sentences, together with a review of rules studied in the preceding lessons.

Achievement tests in grammar are so arranged that knowledge of formal grammar and of the common errors in composition can be tested separately. Test A calls for a review of formal grammar. Test B covers errors in composition studied in the group of lessons immediately preceding the test. Test C is a review of all, or portions of all, preceding lessons.

In scoring the achievement tests, deductions in percentage for each error must be determined by the individual teacher. However, if the same deductions are made by all teachers of the same grade, these tests may well serve as standardization tests for any group of classes.

Encouraged by favorable comments from many teachers who have experimented with these exercises in a less permanent form, the authors offer this book in a wider field. *A Dozen a Day* will, we hope, meet the needs of those who desire a concise text suitable for use by either class or laboratory method. We dedicate it to the friends which it makes, and to the task of helping to "English" the youth of America.

CONTENTS

SPELLING

THE WHY AND HOW OF SPELLING	1	<i>Achievement Test Number 9</i>	39
<i>Diagnostic Page in Spelling</i>	3	A DOZEN FROM SCHOOL LIFE	40
<i>Ei</i> AND <i>ie</i> WORDS	4	A DOZEN FOR YOUR CAR	41
DROPPING THE SILENT <i>e</i>	5	A DOZEN PROPER NOUNS	42
RETAINING THE SILENT <i>e</i>	6	<i>Achievement Test Number 10</i>	43
<i>Achievement Test Number 1</i>	7	GRAMMATICAL TERMS	44
RETAINING THE SILENT <i>e</i> (<i>continued</i>)	8	WORDS USED IN DISCUSSING ESSAYS	45
DOUBLING THE FINAL CONSONANT	9	A DOZEN MORE FROM ESSAYS	46
CHANGING FINAL <i>y</i> TO <i>i</i>	10	<i>Achievement Test Number 11</i>	47
<i>Achievement Test Number 2</i>	11	A DOZEN FROM THE <i>Life of Johnson</i>	48
USING A HYPHEN	12	A DOZEN FROM THE ADDRESSES OF LINCOLN	49
CONFUSION OF <i>a</i> AND <i>e</i> IN THE SUFFIX	13	WORDS USED IN WRITING ABOUT PLOTS	50
FORMING THE POSSESSIVE SINGULAR	14	<i>Achievement Test Number 12</i>	51
<i>Achievement Test Number 3</i>	15	A DOZEN FROM <i>Silas Marner</i>	52
FORMING THE POSSESSIVE PLURAL	16	TWELVE FROM <i>A Tale of Two Cities</i>	53
APOSTROPHE FOR OMITTED LETTER	17	WORDS USED IN DISCUSSING POETRY	54
HARDENED CRIMINALS	18	<i>Achievement Test Number 13</i>	55
<i>Achievement Test Number 4</i>	19	MORE WORDS FROM POETRY	56
WATCH YOUR PRONUNCIATION	20	WORDS FROM <i>Julius Caesar</i>	57
PRONOUNCE THESE TOO	21	A DOZEN FROM <i>Macbeth</i>	58
A THIRD DOZEN TO PRONOUNCE	22	<i>Achievement Test Number 14</i>	59
<i>Achievement Test Number 5</i>	23	MORE WORDS FROM <i>Macbeth</i>	60
LOOK OUT FOR THE DOUBLE LETTERS	24	A DOZEN FROM <i>Hamlet</i>	61
SOME MORE DOUBLE LETTERS	25	A DOZEN FROM <i>The Merchant of Venice</i>	62
HOMONYMS	26	<i>Achievement Test Number 15</i>	63
<i>Achievement Test Number 6</i>	27	A DOZEN FROM FRANKLIN	64
MORE HOMONYMS	28	A DOZEN FROM <i>The House of the Seven Gables</i>	65
A DOZEN OFTEN CONFUSED	29	A DOZEN FROM <i>Treasure Island</i>	66
DON'T DOUBLE THE LETTER	30	<i>Achievement Test Number 16</i>	67
<i>Achievement Test Number 7</i>	31	A DOZEN FROM <i>Idylls of the King</i>	68
DO NOT ADD ANY LETTERS	32	A DOZEN FROM <i>Ivanhoe</i>	69
DO NOT LOSE A LETTER	33	A DOZEN MORE FROM <i>Ivanhoe</i>	70
SOLID WORDS	34	<i>Achievement Test Number 17</i>	71
<i>Achievement Test Number 8</i>	35	<i>Final Achievement Test, Number 18</i>	72
ANOTHER DOZEN SOLID WORDS	36		
SEPARATE WORDS	37		
KEEP THE WHOLE WORD AND ADD THE <i>ly</i>	38		

PUNCTUATION

PURPOSE AND METHOD IN PUNCTUATING	73	UNCONNECTED INDEPENDENT CLAUSES: HOW TO AVOID THE COMMA FAULT	91
<i>Diagnostic Test in Punctuation</i>	75	RULE 18, SEMICOLON BEFORE COORDINATING ADVERBS	92
RULE 1, 2, 3, 4, PERIOD, QUESTION MARK, EXCLAMATION POINT	76	RULES 19, 20, 21, DIRECT QUOTATIONS QUOTATIONS BROKEN BY EXPLANATORY WORDS	93 94
RULE 7, WORDS IN SERIES	78	<i>Achievement Test Number 4</i>	95
RULE 8, PARENTHETICAL EXPRESSIONS	79	RULE 22, USE OF THE COLON	96
<i>Achievement Test Number 1</i>	80	RULE 23, PARENTHESES	97
RULE 9, DATES AND ADDRESSES	81	RULE 24, DASHES	98
RULE 10, NON-RESTRICTIVE PARTICIPIAL PHRASES	82	RULE 25, SEPARATING TWO ADJECTIVES	99
RULE 11, ABSOLUTE PHRASE	83	<i>Such as, for example, for illustration, that is, namely</i>	100
<i>Achievement Test Number 2</i>	84	REVIEW OF THE PUNCTUATION OF COMPLEX SENTENCES	101
RULE 12, NON-RESTRICTIVE RELATIVE CLAUSES	85	REVIEW OF THE PUNCTUATION OF COMPOUND AND COMPOUND-COMPLEX SENTENCES	102
RULE 13, NON-RESTRICTIVE ADVERBIAL CLAUSES	86	<i>Achievement Test Number 5, General Review</i>	103
RULE 14, INITIAL ADVERBIAL CLAUSES	87	MISUSES OF PUNCTUATION MARKS —	
<i>Achievement Test Number 3</i>	88	DON'TS	104
RULE 15, INDEPENDENT CLAUSES: COMMA BEFORE <i>and, but, or</i>	89		
RULE 16, INDEPENDENT CLAUSES: SEMICOLON BEFORE <i>and, but, or</i>	90		
RULE 17, SEMICOLON BETWEEN			

GRAMMAR

THE PURPOSE OF GRAMMAR	105	Active and Passive Voice	119
<i>Diagnostic Test in Grammar</i>	107	How to Find the Subject	120
SENTENCE SENSE	108	The Predicate and How to Find It	121
Incomplete Sentences	109	VERBS AT WORK	122 to 142
Loosely Connected Ideas	110	Misuse of <i>don't</i> and <i>was</i>	122
Failing to Join Related Ideas	111	Agreement of Verb with <i>any one, anybody, etc.</i>	123
Comma Blunders	112	Subject May Stand after the Verb	124
<i>Achievement Test Number 1</i>	113	Singular Subjects Joined by <i>or</i> and <i>nor</i>	125
WHAT OUR SENTENCES EXPRESS	114	<i>Achievement Test Number 2</i>	126
IDENTIFICATION OF NOUNS	115	Agreement of Certain Plural Forms: <i>mathematics, etc.</i>	127
Appositives, Nouns of Address, Exclamatory Nouns	116		
LEARNING TO RECOGNIZE VERBS	117		
Transitive and Intransitive Verbs	118		

Forms Resulting from Faulty Articulation: <i>might of</i> , etc.	128
<i>Lie</i> or <i>lay</i>	129
<i>Sit</i> and <i>set</i> — Review of <i>lie</i> and <i>lay</i>	130
Important Forms: <i>come</i> , <i>sing</i> , <i>break</i>	131
Use the Past Participle Correctly:	
<i>done</i> , <i>run</i> , <i>begun</i> , <i>gone</i>	132
<i>Can</i> and <i>may</i>	133
Achievement Test Number 3	134
<i>Shall</i> and <i>will</i>	135
<i>Will</i> to Express Determination	136
The Use of <i>shall</i> and <i>will</i> in Questions	137
The Uses of <i>should</i> and <i>would</i>	138
Correct Use of the Past Perfect Tense	139
<i>Affect</i> and <i>effect</i>	140
<i>Lose</i> and <i>loose</i>	141
Use of the Subjunctive Mood	142
Achievement Test Number 4	143
PREDICATE NOMINATIVE	144
THE DIRECT OBJECT	145
THE INDIRECT OBJECT	146
ADJUNCT ACCUSATIVE, OBJECTIVE COMPLEMENT, OR PREDICATE OBJECTIVE	147
RETAINED OBJECT AFTER A PASSIVE VERB	148
Achievement Test Number 5	149
RECOGNITION OF PRONOUNS	150
PRONOUNS AT WORK	151 to 154
Careless Use of Pronouns in the Nominative and Objective Cases	151
No Apostrophes with Personal Pronouns — The Misused <i>-Self</i> Pronouns	152
Agreement of Pronouns with Certain Antecedents: <i>each</i> , <i>either</i> , <i>anybody</i> , etc.	153
Pronouns without Antecedents	154
CLASSIFICATION AND RECOGNITION OF ADJECTIVES	155
ADJECTIVES AT WORK	156 to 160

Adjectives Used without Regard to Meaning: <i>awful</i> , etc.	156
Incorrect Comparatives and Superlatives: <i>kind of</i> , etc.	157
Misused Adjectives: <i>less</i> , <i>fewer</i> , <i>kind of a</i> , <i>sort of a</i>	158
Misused Adjectives: <i>apt</i> , <i>likely</i> , <i>liable</i>	159
Errors in the Use of Demonstrative Adjectives	160
Achievement Test Number 6	161
ADVERBS	162
ADVERBS AT WORK	163 to 165
Coherent Position of Adverbial Modifiers: <i>only</i> , <i>nearly</i> , etc.	163
Some Words Commonly Misused as Adverbs: <i>good</i> , <i>fine</i> , etc.	164
Adjectives after <i>look</i> , <i>feel</i> , <i>sound</i> , etc.	165
INTERJECTIONS	166
PREPOSITIONS	167
REVIEW OF PARTS OF SPEECH	168
Achievement Test Number 7	169
RECOGNITION OF PREPOSITIONAL PHRASES	170
PREPOSITIONAL PHRASES AT WORK	171 to 173
Wandering Prepositional Phrases	171
Superfluous and Misused Prepositions: <i>between</i> , <i>off</i> , etc.	172
Confusion of <i>due to</i> and <i>because of</i>	173
RECOGNITION OF INFINITIVES	174
Incorrect Uses of Infinitives	175
IDENTIFICATION OF PARTICIPLES	176
PARTICIPLES AT WORK	177 and 178
Non-Restrictive Participles	177
Dangling Participles	178
IDENTIFICATION OF GERUNDS	179
GERUND, PARTICIPIAL, AND INFINITIVE PHRASES	180
Reference of Gerunds — Possessive with Gerunds	181
ABSOLUTE PHRASE	182

REVIEW OF THE TYPES OF PHRASES . . .	183
<i>Achievement Test Number 8</i> . . .	184
INDEPENDENT CLAUSES	185
INDEPENDENT CLAUSES AT WORK —	
LEARNING CORRECT COÖRDINA-	
TION	186 to 190
Coördinate and Correlative Con-	
junctions	186
Coördinating Adverbs and Phrases .	187
Saying What You Mean	188
<i>And</i> Should Connect Equal Parts .	189
Correlative Conjunctions before	
Similar Constructions	190
<i>Achievement Test Number 9</i> . . .	191
RELATIVE CLAUSES	192
RELATIVE CLAUSES AT WORK 193 to	198
Relative Clauses Introduced by	
<i>when, where, and why</i>	193
Relative Clauses Beginning with	
Prepositions	194
Relative Clauses Introduced by <i>as</i>	195
Parenthetical Remarks Interrupting	
Relative Clauses	196
Case of Relative Pronouns — Refer-	
ence to Possessives	197
Agreement and Reference of Rela-	
tive Pronouns	198
<i>Achievement Test Number 10</i> . . .	199
RECOGNITION OF ADVERBIAL CLAUSES	200

ADVERBIAL CLAUSES AT WORK —	
EXPRESSING YOUR IDEAS 201 to 207	
Uses of Adverbial Clauses . . .	201
Thought Relations Expressed by	
Subordinate Connectives . . .	202
Non-Restrictive Adverbial Clauses .	203
Elliptical Clauses with <i>than</i> or <i>as</i> .	204
Not <i>so</i> Difficult <i>as</i> Some	205
Confusion of Prepositions and Con-	
junctions: <i>like, without</i>	206
Carelessly Omitted Subjects . . .	207
<i>Achievement Test Number 11</i> . . .	208
IDENTIFICATION OF NOUN CLAUSES .	209
NOUN CLAUSES AT WORK . 210 to 214	
The Use of Expletives	210
Noun Clauses as Adverbial Modi-	
fiers	211
Noun Clauses in Apposition	212
Noun Clauses Incorrectly Intro-	
duced	213
Misused and Omitted Conjunctions:	
<i>different than, etc.</i>	214
“INFINITIVE CLAUSES”	215
GRAMMATICAL CLASSIFICATION OF	
SENTENCES	216
REVIEW OF THE TYPES OF CLAUSES .	217
<i>Achievement Test Number 12</i> . . .	218
<i>Achievement Test in Formal Gram-</i>	
<i>mar</i>	219

TO THE PUPIL: THE WHY AND HOW OF SPELLING

THE president of a well-known New England college was holding his audience spellbound by a scathing denunciation of poor spelling. Bursts of applause greeted his appeal for a revival of "the lost art of spelling." Doubtless many of the audience were echoing the remark my father has so often made, "Now, in my day boys and girls were taught to spell." But just then the speaker, smiling whimsically, held up the page from which he had been reading. It was a time-yellowed copy of one of the earliest newspapers published in this country.

This is not fiction; it is a real incident which the writer of these lines enjoyed. It simply illustrates what most of us know already: boys and girls have always had a certain amount of difficulty with spelling. Let us, then, inquire into the sources of our troubles.

Hasty reading and inaccurate observation, rushing through a novel, skimming and skipping, turning to see "how it comes out" do not give us accurate and complete pictures of words. The product of such work is the girl who sees Sydney Carton and Lucie Manette as "Sidney Carlton" and "Lucille Mannette," or the boy who tells us about "Sidney Cartoon" and turns Silas Marner into "Silius Mariner." Certainly the boy who wrote, "Bird was a cavalry who wrote a well-known dairy," had not clearly seen in his literature text the sentence, "Byrd was a cavalier who wrote a well-known diary." It is evident, therefore, that alert, thoughtful reading with especial watchfulness on proper nouns is at least a foundation for good spelling.

Faulty speech habits, too, account for a large percentage of our misspelled words. When we consider that "we speak a hundred times for every once we write," can we question the source of such mangled forms as *accidently*, *areoplane*, *attackied*, *dispair*, and countless of their kin? A second means of attack upon poor spelling is, then, attention to clear and well-enunciated speech.

Failure to associate letters and sounds is akin to mispronunciation. Yet many students who say *criticize* write *critize*, and some who pronounce *villain* correctly turn it to *villian* when they write. The remedy seems apparent: pronounce carefully as you write; see that *li-an* cannot make the sound *lain*, and that *crit-ize* lacks a full syllable of being *crit-i-cize*. Associate letters and sounds.

Physical defects may so afflict some students that they cannot sound or see words correctly. However, adenoids, which make us say *thig* for *thing*, are easily removed by a simple operation; and spectacles may make us say, as Roosevelt exclaimed after he put on his first pair, "I saw a new world."

Sheer laziness, it must be admitted, is sometimes a cause of poor spelling. The person who is content to moan, "Oh, I'm a poor speller," is a creature whose spine needs physical culture. Hard work is the price of victory. No matter what causes your difficulty, the mastery of spelling calls for resolute effort.

To become a good speller, in the first place read; read aloud. While you are reading, consult a good dictionary for the pronunciation of all unfamiliar words, or of those which you have heard pronounced as you do not pronounce them. Be sure that you are right about the way they sound. Train your ears as well as your eyes. Begin now to listen to yourself and others in conversation, recitation, and oral reading. Be sure that you observe what sounds the letters in a word represent. When they do not represent sounds, notice that fact also. Keep a correct list of your misspelled words on the desk before you. Use any device that will assist your memory. For instance, remember that *together* is spelled together, not separated into parts by a hyphen. If you have been slipping an *a* into the word, observe that it is spelled *to get her*. Invent similar devices of your own.

Finally, remember that correct spelling must be a matter of habit, acquired only by careful observation of new words or by many repetitions if you are relearning a word long misspelled. Be sure that no good habit will desert you, just as no bad one will fail to betray you. Now turn to the lessons; observe, pronounce, write.

A DIAGNOSTIC PAGE IN SPELLING

A FATAL FIFTY

The ability to spell correctly the fifty italicized words in the following sentences is reasonable assurance that your compositions will be fairly correct in spelling. If, however, you find that these words trouble you, there is excellent reason to believe that you need consistent drill such as is offered in the lessons that follow.

Class Work

The sentences are to be dictated slowly and clearly. Then time will be allowed for you to read your paper to be sure that you have made no careless errors. The paper will be graded particularly on the words printed in italics.

1. *Doesn't* it *embarrass* you to *misspell* a word which you might have *written* correctly?
2. The *professor* has *chosen* a new *textbook* for the *sophomore* class in *mathematics*.
3. His work in *grammar* may be *all right*; *nevertheless*, I *believe* that he *occasionally receives* a poor grade in spelling.
4. It was *beginning* to be *noticeable* that *business* was *likely* to be poor until after election.
5. We can *accommodate* you if you will *accept* a room *together*.
6. He *omitted* to mention that the death of the *villain* of the *tragedy* occurred at the end of the play.
7. The *loneliness* of his *independent existence* seems to *affect* him very little.
8. The fact that he is a *descendant* of the first *governor* of the state has not *benefited* him and has had no *effect* upon the life he has *led*.
9. *Naturally* the *enemy* seized the *principal* buildings of the town, although the citizens remained *peaceable*.
10. As he *preceded* me into the *dining* room, I saw him *lose* the ring which I have *described*.
11. Because he was wearing a *lady's* dress, he escaped in *safety* from those who were *pursuing* him.
12. He *usually* was *too* careless about drawing *parallel* lines.

EI AND IE WORDS

Use *ei* after *c* or when the sound is *a* as in *sleigh*. In all other places use *ie*. Remember the exceptions: *weird*, *leisure*, *seizure*, *either*, *neither*, and *inveigle*. Learn the rule and the exceptions.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. receive	re ceive	At last he received the notification.
2. believe	be lieve	I believe, moreover, that he is wrong.
3. relieve	re lieve	I was relieved to hear that he was well.
4. deceive	de ceive	John, you cannot deceive me; so go at once.
5. seize	seize	I seized the bundle and jumped; then I lost consciousness.
6. sleigh	sleigh	The sleigh, which was very old, broke at the first corner.
7. weigh	weigh	He does not weigh much, but he is very agile.
8. leisure	lei sure	His leisure hours are devoted to reading.
9. conceive	con ceive	I cannot conceive how any man could do it.
10. achievement	a chieve ment	This is a great achievement; I congratulate you.
11. foreign	for eign	The foreign element causes political difficulties.
12. grieve	grieve	Do not grieve; everything will come out all right.

Class Work

Oral Setting-up Exercise: Discuss briefly the principal causes of poor spelling.

Dictation: I was relieved to receive a letter stating that the Boston and Albany had decided to seize land and build a railroad through Oxford. This will be a great achievement, although some of those who live in that locality will grieve if their leisure hours are disturbed by sounds foreign to the place. Nevertheless, we do not deceive ourselves about "the romance of the great open spaces," for we have weighed the disadvantages of traveling forty miles to town in a carriage or sleigh.

DROPPING THE SILENT E

A final silent *e* is usually dropped before a suffix beginning with a vowel. It is retained in words ending in *oe*, such as *canoeing*.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. coming	com ing	His guardian is coming to-day.
2. desiring	de sir ing	Desiring no reward, he continued to do each task well.
3. forcibly	for ci bly	Despite his strength, he was forcibly ejected.
4. arguing	ar gu ing	"Arguing? Oh, he is always arguing," I said.
5. hoping	hop ing	The night of hoping ended; the day of realization began.
6. imaginable	im ag i na ble	No sadder sight than Sydney Carton is imaginable.
7. pursuing	pur su ing	He was always pursuing the unobtainable.
8. writing	writ ing	Writing and speaking have common aims.
9. owing	ow ing	Always owing, seldom paying, Walters lost our respect.
10. amusing	a mus ing	To state the matter frankly, the situation was amusing.
11. dining	din ing	He entered the dining room late.
12. surprising	sur pris ing	That is not surprising when you consider his preparation.

Class Work

Oral Setting-up Exercise: grieve, leisure, deceive, weigh, relieve, foreign, achievement.

Dictation: I am not arguing that you should always be writing more elevating stories; but, desiring as I do that you achieve the greatest success imaginable, it is not surprising that I am always hoping that your style will change. Owing to the great difficulty of coming to see you personally, I am taking this opportunity of urging that you always make a habit of pursuing what is right rather than that which is merely amusing.

RETAINING THE SILENT *E*

Words ending in a silent *e* usually retain the *e* before a suffix beginning with a consonant. Notice particularly these exceptions: *ninth*, *truly*, *judgment*, *acknowledgment*.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. arrangement	ar range ment	The captain himself made the arrangement.
2. excitement	ex cite ment	The excitement being over, I went on.
3. immediately	im me di ate ly	I went home immediately.
4. ninety	nine ty	That we need more than ninety dollars is evident.
5. sincerely	sin cere ly	I sincerely hope that you can come.
6. wholesome	whole some	<i>A Tale of Two Cities</i> is an enjoyable and wholesome story.
7. likely	like ly	This is a possible but not a very likely story.
8. extremely	ex treme ly	"Extremely well done," he said.
9. hopeless	hope less	"Hopeless? Well, hardly that," I remarked.
10. safety	safe ty	"Safety First" is almost as well known as "It Floats."
11. surely	sure ly	Surely you are not always pursuing amusement.
12. scarcely	scarce ly	Scarcely did he escape with his life.

Class Work

Oral Setting-up Exercise: hoping, seize, pursuing, urging, conceive, forcibly, weigh, arguing.

Dictation: During the excitement scarcely any one thought of his own safety. Arrangements were made immediately to move the ninety invalids to the second floor. Surely the wholesome personality of the chief, who refused to regard the situation as hopeless, was extremely inspiring. Very likely he was largely responsible for the success of our efforts. I sincerely hope that such a fire as this may be avoided in the future.

ACHIEVEMENT TEST NUMBER 1

ON PAGES 4, 5, 6

A

We are arguing forcibly that any arrangement which tends to increase the excitement of the occasion is not wholesome and should immediately be rejected. Owing to the fact that we try to make our dining room peaceful, it is not surprising that we are disturbed. We sincerely believe that a gathering of even ninety people, among whom are many foreigners, should take their meals in quiet, with a sense of leisure.

B

A more amusing incident is scarcely imaginable. The sight of an officer who weighed two hundred pounds pursuing a small boy drawing a sleigh, coming up with him only after a hard chase, and seizing him like a criminal was surely funny enough. But his anger when he found that he had been deceived and the relieved expression of the youngster were both extremely absurd.

C

Those who had been inveigled into believing that the safety of their friends was certain must surely be grieved. At this writing we have just received word that it is scarcely likely that a single man is left alive in the mine. Desiring as we do that they should be saved, we are still hoping for the best. It is, however, difficult to conceive such an achievement on the part of the rescuers.

Note: Review all three pages in preparing to write each paragraph.

RETAINING THE SILENT *E*

Words that end in *ce* and *ge* retain the final *e* when it is necessary to keep the *c* and *g* soft, particularly before the suffixes *able* and *ous*. Words ending in *oe* regularly retain the *e*. The final *e* in *dyeing* distinguishes it from *dying*.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. noticeable	no tice a ble	A noticeable improvement was made by moving the building.
2. changeable	change a ble	He had a lovable but changeable character.
3. outrageous	out ra geous	There is no argument; sacrificing this man is outrageous.
4. serviceable	serv ice a ble	The building is undesirable, for it is not serviceable.
5. vengeance	venge ance	Vengeance is what he seeks.
6. courageous	cou ra geous	Courageous to the end, Nathan Hale died gladly.
7. singeing	singe ing	The man was singing while the barber was singeing his hair.
8. tingeing	tinge ing	Tingeing her eyebrows entirely changed her appearance.
9. peaceable	peace able	He was a lovable and peaceable man.
10. dyeing	dye ing	<i>Dyeing</i> means <i>coloring</i> ; <i>dying</i> means <i>ceasing to live</i> .
11. shoeing	shoe ing	I considered shoeing the horse again entirely unnecessary.
12. agreeable	a gree a ble	Any unusual change in Simpson was agreeable.

Class Work

Oral Setting-up Exercise: leisure, achievement, seize, immediately, arguing, forcibly.

Dictation: Simpson was noticeable as a courageous old fellow, always lovable, peaceable, seldom changeable, and never given to vengeance even when outrageous jokes like this were committed. They had ruined his horse by shoeing it improperly, dyeing its mane, and tingeing its forelock an absurd color. The harness which they had provided was absolutely unserviceable. The whole effect was truly amusing; yet Simpson, as usual, remained calm, jovial, and agreeable.

DOUBLING THE FINAL CONSONANT

A monosyllable or word accented on the last syllable, if it ends in a single consonant preceded by a single vowel, doubles the final consonant before an ending beginning with a vowel.

Where is the accent on the word *benefit*?

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. admitted	ad mit ted	He admitted that his conduct was outrageous.
2. beginning	be gin ning	The program was exciting from beginning to end.
3. committee	com mit tee	Edwards will be a desirable member of the committee.
4. compelled	com pelled	The well being dry, I was compelled to go to the spring.
5. conferring	con fer ring	He was always conferring with imaginary clients.
6. controlled	con trolled	The business is now controlled by a committee of three.
7. committed	com mit ted	This man, always a useless citizen, has committed a crime.
8. dispelled	dis pelled	All hope of coöperation has been dispelled by his speech.
9. equipped	e quipped	I was equipped for bad weather.
10. occurred	oc curred	This has never occurred before; never let it occur again.
11. occurrence	oc cur rence	Such an occurrence made our condition practically hopeless.
12. omitted	o mit ted	Ah, but he omitted to say that I was then in Chicago.

Class Work

Oral Setting-up Exercise: vengeance, peaceable, noticeable, courageous, changeable, outrageous.

Dictation: We had already committed ourselves to a definite plan at the beginning of the meeting, and Smith had not omitted getting the votes which controlled the entire committee. Therefore there was little need of conferring at length. Those who were against us were compelled to accept the occurrence as entirely natural. All doubt that we were equipped for victory was soon dispelled, and it has not occurred to any one to question our action, especially since all have been benefited.

CHANGING THE FINAL *y* TO *i*

A final *y* preceded by a consonant is changed to *i* before all suffixes except those beginning with *i*. Remember the commonly used words *flies*, *implies*, *tries*, *cries*, *modifies*, *authorities*.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. busier	bus i er	He is busier than usual.
2. business	bus i ness	Business was excellent.
3. worried	wor ried	Do not be worried, my friend.
4. dutiful	du ti ful	John, who was always dutiful, was permitted to go.
5. accompanying	ac com pa ny ing	Accompanying Milton was his brother, Douglas.
6. readiness	read i ness	Everything is in readiness.
7. kindness	kind li ness	Your kindness is exceeded only by your graciousness.
8. heavily	heav i ly	We are too heavily burdened with taxes.
9. greediness	greed i ness	Greediness is inexcusable.
10. loneliness	lone li ness	Loneliness is not conducive to happiness.
11. loveliness	love li ness	Loveliness is characteristic of childhood.
12. modifying	mod i fy ing	I shall not think of modifying what I have said.

Class Work

Oral Setting-up Exercise: beginning, benefited, occurrence, omitted, seize, receive.

Dictation: My friend did not seem busier than usual. His readiness to contribute, together with his kindness and loveliness of character, revealed little of the loneliness and greediness about which his dutiful wife worried so much. In fact, I had difficulty in modifying my original opinion that Tom was just a kindly and gracious man, now more heavily worried about his business than usual. It interested me to note that Margaret, who was accompanying me, felt as I did.

ACHIEVEMENT TEST NUMBER 2

ON PAGES 8, 9, 10

A

It was noticeable that Mr. Harris was busier than usual. His agreeable smile, however, and the readiness with which he contributed to our cause dispelled any doubts we might have had about his success. Not for a moment did we suspect that he was heavily in debt and worried about the danger of losing his business. Even his loneliness after the death of his dutiful wife had changed none of his usual kindness of manner.

B

The committee admitted at the beginning of the strike that it could not be serviceable and keep the men peaceable for very long. Already many of the workers were vowing vengeance upon those who had been courageous enough to pursue their jobs during the outlaw strike. Soon the leaders were compelled to admit the occurrence of several outrageous assaults committed by their men, notably one on the manager of the works. Real leaders might have controlled the situation instead of conferring while such crimes occurred.

C

The shop was equipped with all necessary devices for tingeing and dyeing the hair. Nothing was omitted. The proprietor, who was showing us around, chatted about the manner in which loveliness could be increased by modifying one's natural appearance. Certainly he knew how to play upon people's greediness for good looks and how to take advantage of changeable fashions.

USING A HYPHEN

Hyphenate two or more words used together as a single adjective to modify a noun. Compounds of *self*, as in *self-made*, or of *ing* words, as in *good-looking*, are regularly hyphenated.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. first-class	first-class	He was a first-class shot.
2. good-natured	good-nat ured	Simpson is always good-natured.
3. gold-rimmed	gold-rimmed	The gold-rimmed spectacles gave him an air of dignity.
4. up-to-date	up-to-date	We conduct our business on up-to-date principles.
5. old-fashioned	old-fash ioned	I consider him very old-fashioned.
6. long-winded	long-wind ed	A long-winded speaker seldom holds his audience.
7. stout-hearted	stout-heart ed	Yes, stout-hearted men they were.
8. single-barrel	sin gle-bar rel	He killed five ducks with his single-barrel shotgun.
9. red-headed	red-head ed	A red-headed man usually has a quick temper.
10. snipe-like	snipe-like	His snipe-like nose attracted much attention.
11. sharp-eyed	sharp-eyed	Walters, the gunner, was sharp-eyed and alert.
12. blue-winged	blue-winged	The blue-winged bird flew high over our heads.

Class Work

Oral Setting-up Exercise: benefited, siege, believe, occurred, loneliness, loveliness.

Dictation: My red-headed, good-looking roommate, a stout-hearted and good-natured fellow, is a first-class shot with his old-fashioned, single-barrel gun. His up-to-date, gold-rimmed spectacles, set rakishly on his snipe-like nose, give him a ridiculous appearance; but this long-winded, sharp-eyed lad has several times been able to kill two blue-winged ducks at one shot. How is that for first-class marksmanship?

CONFUSION OF A AND E IN THE SUFFIX

A knowledge of the Latin derivation of these words will help you to spell them correctly. In addition, practice pronouncing the endings with exaggerated distinctness.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. dependent	de pend ent	<i>What he did</i> is a dependent clause.
2. independent	in de pend ent	An independent clause makes a complete statement.
3. descendant	de scend ant	He was a descendant of the Pilgrims.
4. perseverance	per se ver ance	One cannot succeed in modern life without perseverance.
5. audience	au di ence	A speaker must adapt his speech to his audience.
6. coherent	co her ent	Your statements are not at all coherent.
7. existence	ex ist ence	"What a miserable existence!" I exclaimed.
8. prominent	prom i nent	He was prominent but not trustworthy.
9. endurance	en dur ance	Nurmi, the great runner, has remarkable endurance.
10. competent	com pe tent	Why, in the first place, he is not competent to judge.
11. experience	ex pe ri ence	In my varied experience I have never seen his equal.
12. superintendent	su per in tend ent	The principal and the superintendent held a conference.

Class Work

Oral Setting-up Exercise: first-class, old-fashioned, admitted, occurrence, omitted, red-headed.

Dictation: Over a thousand indignant men were in the audience which faced the superintendent this morning. Prominent workers — men of endurance, perseverance, experience, and independent spirit — faced their chief and awaited developments. It was clear at once that the superintendent was not capable of dealing with the situation. He made a few incoherent remarks beginning, "You men are all dependent on me." Then he accepted in full the demands of his employees and left the hall.

FORMING THE POSSESSIVE SINGULAR

To form the possessive singular write the noun, add an apostrophe, and then an *s*.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Dickens's	Dick ens's	Some find Dickens's style very confusing.
2. author's	auth or's	To me the author's essay seemed empty.
3. John's	John's	John's mark in English was above the honor grade.
4. Macaulay's	Ma cau lay's	Macaulay's essay on Johnson is noted for its clearness.
5. boy's	boy's	He admitted the boy's ability to sing.
6. Shakespeare's	Shake speare's	Shakespeare's works were perhaps hastily written.
7. son's	son's	Your son's conduct is above criticism.
8. dramatist's	dram a tist's	A dramatist's problem is to portray life on the stage.
9. principal's	prin ci pal's	Did you not hear the principal's warning?
10. girl's	girl's	Each girl's room was attractively decorated.
11. Jones's	Jones's	Mr. Jones's son Robert left for Europe last Saturday.
12. friend's	friend's	My friend's car being broken, he was glad to use my Ford.

Class Work

Oral Setting-up Exercise: dependent, endurance, perseverance, descendant, benefited, existence.

Dictation: My son's marks in literature were very poor; so I borrowed a friend's car and drove to the principal's house for an explanation. John's efforts, he told me, had been insufficient to give him an appreciation of Macaulay's essays and Dickens's style. Shakespeare's plays had been neglected. Evidently Miss Jones's greatest efforts had failed to stimulate him into understanding the great dramatist's characters and the author's workmanship, for his interests, like a girl's taste in dresses, were constantly changing.

ACHIEVEMENT TEST NUMBER 3

ON PAGES 12, 13, 14

A

Descendants of prominent families sometimes seem to feel that the existence of their ancestors is sufficient to make them valuable to up-to-date society. Often, however, their experiences have compelled them to realize that they must be competent and well-equipped, and must have perseverance and endurance, if they are to continue to live and be independent.

B

Instead of hearing the first-class speaker and the coherent address which had been expected, the audience was forced to listen while an old-fashioned and long-winded gentleman rambled on about the virtues of Dickens's style and of Macaulay's essays. He was a sharp-eyed old chap, with gold-rimmed glasses perched astride a snipe-like nose. Even his occasional bits of humor did not make his remarks interesting. The most stout-hearted of his audience seemed interested in the blue-winged birds on the wall, and one red-headed youth was soundly asleep.

C

The superintendent reported that my son's appreciation of an author's style was very limited. I was not surprised, for a boy's interest, or a girl's for that matter, is usually concerned with the plot of a story. What troubled me most was the fact that the principal's best efforts on Shakespeare's plays had not increased John's enjoyment of the great dramatist's characters. When I found that Harry Jones's knowledge, gained in the same classes, was far superior to my son's, I rebuked John for not equaling his friend's achievement.

FORMING THE POSSESSIVE PLURAL

Write the plural of the noun. If the noun ends in *s*, add an apostrophe. If the noun does not end in *s*, add an apostrophe and then an *s*.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. witches'	witch es'	The witches' actions were amusing.
2. Joneses'	Jones es'	The Joneses' children often played together.
3. children's	chil dren's	Children's voices are often shrill.
4. women's	wom en's	Women's clubs have developed rapidly during recent years.
5. writers'	writ ers'	Writers' magazines are now on sale at the bookstore.
6. speakers'	speak ers'	Speakers' gestures are often awkward.
7. foxes'	fox es'	Foxes' tails are not merely for decoration.
8. monkeys'	mon keys'	Monkeys' antics are grotesque.
9. boys'	boys'	Boys' organizations are encouraged by the officials.
10. men's	men's	Men's desires and their achievements seldom coincide.
11. ladies'	la dies'	The ladies' hats were left in the dressing room.
12. girls'	girls'	The girls' canoes were found on the west shore.

Class Work

Oral Setting-up Exercise: Dickens's, Jones's, leisure, deceive, forcibly, diving.

Dictation: The Joneses' children's ideas of a party called for witches' antics. These were provided on June tenth by the writers' and speakers' clubs of the women's department. Foxes' heads and monkeys' tails suddenly appeared in place of men's and ladies' everyday clothing. Thus the boys' desire to laugh and the girls' desire to dress up were gratified.

APOSTROPHE FOR OMITTED LETTER

Remember that the apostrophe goes in where the letter comes out.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. don't	don't	Since the brakes are worn, I don't think it advisable to go.
2. doesn't	doesn't	He doesn't seem to realize the seriousness of his offense.
3. haven't	haven't	I haven't seen his equal on college teams.
4. you're	you're	You're undoubtedly correct; he is the real villain.
5. can't	can't	I can't make him understand that Sir Andrew is a type.
6. won't	won't	I have an engagement; so I won't go with you.
7. isn't	isn't	It isn't the failure itself that counts; it's the cause.
8. shouldn't	shouldn't	I shouldn't like to be there; the place is too dangerous.
9. sha'n't	sha'n't	I sha'n't permit you to draw any such conclusions.
10. wouldn't	wouldn't	Wouldn't you like to be in my place, Henry?
11. couldn't	couldn't	No, I couldn't ask for a better location.
12. he'll	he'll	He'll surely tell you where the trouble lies.

Class Work

Oral Setting-up Exercise: Give and illustrate the rules for forming the possessive singular and the possessive plural.

Dictation: It doesn't seem possible that vacation is over. I sha'n't attempt to describe my emotions; in fact, I can't, for it isn't possible to do so. Ask any boy if he prefers play to work, and he won't be long in telling you that he'll choose play whenever he can. Of course, I couldn't enjoy all play and no work; but I haven't reached that ideal condition where you're supposed to be unhealthy unless you're thinking about labor. I don't want to be like that; and strictly between you and me, I shouldn't really object if vacations were immediately increased in length and frequency. You wouldn't object, either.

HARDENED CRIMINALS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. therefore	there fore	I can; therefore I will.
2. disappoint	dis ap point	Walter, I shall not disappoint you.
3. describe	de scribe	Please state why the word <i>de-scribe</i> is frequently misspelled.
4. synonym	syn o nym	<i>Stationery</i> and <i>stationary</i> are not synonyms.
5. necessary	nec es sa ry	There is only one <i>c</i> in necessary.
6. occasionally	oc ca sion al ly	Occasionally we all misspell this word. Why?
7. embarrass	em bar rass	I shall not embarrass you by asking where you have been.
8. athlete	ath lete	He is an excellent athlete.
9. privilege	priv i lege	This is not a privilege; it is a duty.
10. tragedies	trag e dies	Shakespearean tragedies are usually in five acts.
11. accommodate	ac com mo date	Can you accommodate me by arriving early?
12. parallel	par al lel	The two lines are parallel.

Class Work

Oral Setting-up Exercise: Spell the possessive of witch, witches, Dickens, gentlemen, lady, ladies.

Dictation: Occasionally all of us are disappointed and embarrassed by our attempts to spell. However, one of the greatest spelling tragedies which I have known about was found on the paper of a boy who misspelled all of the following words: therefore, describe, synonym, necessary, athlete, privilege, accommodate, and parallel.

ACHIEVEMENT TEST NUMBER 4

ON PAGES 16, 17, 18

A

The foxes' runs and the monkeys' cages were not open on that day. Therefore we had to disappoint the children who attended the Joneses' party. However, for entertainment we provided witches' costumes and men's and women's clothing, so that the boys and girls could dress up. The boys' efforts to be amusing were very successful, and the girls' laughter brought pleasant smiles to the men's and ladies' faces.

B

You're right when you say that it's necessary to learn to spell. Can't you remember that you have occasionally been embarrassed by having to guess at the spelling of a word when you couldn't recall a synonym to use in its place? Shouldn't we, therefore, consider spelling lessons a privilege? Perhaps we sha'n't learn every word correctly, but we won't spell so badly that people will consider us uneducated.

C

Many writers' stories of school life almost persuade us that they haven't been at school. The athletes of the stories are too heroic. The life which these writers describe doesn't seem real. The tragedies are not convincing. Isn't it entirely possible that we might accommodate such authors with parallel incidents from our own experience which students might recognize as true? I don't believe that the writer of a great school story has yet been born. When he is, he'll make a fortune from his book.

WATCH YOUR PRONUNCIATION

Stop mumbling your words. Watch the accents. Sound the vowels distinctly and accurately. Divide words into syllables properly.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. awkward	awk ward	A tall, awkward youth entered the room.
2. advisable	ad vis a ble	Such a course is not advisable.
3. compulsory	com pul so ry	Athletic training is compulsory at that school.
4. candidate	can di date	Johnson, who was a good candidate, was soon elected.
5. comparatively	com par a tive ly	Comparatively few failed in the examination.
6. definitely	def i nite ly	I have definitely decided upon you as our representative.
7. indispensable	in dis pen sa ble	Your presence is indispensable to our happiness.
8. inevitable	in ev i ta ble	The outcome was inevitable.
9. repetition	rep e ti tion	Repetition sometimes adds emphasis.
10. benefit	ben e fit	This is for your benefit; act accordingly.
11. competitive	com pet i tive	Competitive athletics should be considered a privilege.
12. mischievous	mis chie vous	A boy who is mischievous seldom is dangerous.

Class Work

Oral Setting-up Exercise: occurrence, doesn't, haven't, therefore, disappoint, embarrass.

Dictation: Comparatively few realize the inevitable benefits derived from compulsory athletics. In my opinion there would be fewer mischievous boys if all who attend school were forcibly made to realize that competitive sports are indispensable. It is a privilege for a boy to belong to a team. He is taught perseverance. He is shown definitely that it is not advisable for an athlete to be a moral coward. Football, for example, involves something more than a repetition of signals; it involves the building of character and mental efficiency. Learn to play the game. Try to be more than an awkward candidate for your school team; strive to become a prominent member of it.

PRONOUNCE THESE TOO

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. pleasant	pleas ant	His manner was pleasant; his character, however, was weak.
2. appearance	ap pear ance	Jaunty was his appearance.
3. aëroplane	a ër o plane	Regular aeroplane service has been established.
4. height	height	Climbing slowly, we eventually reached the desired height.
5. destruction	de struc tion	An uneducated democracy is doomed to destruction.
6. fundamental	fun da men tal	Honor is fundamental to character.
7. villain	vil lain	His mustache gave him the appearance of a movie villain.
8. village	vil lage	Wrenwood is a sleepy New England village.
9. whether	wheth er	I am not sure whether or not he will come.
10. enemy	en e my	The enemy advanced slowly in columns of fours.
11. despair	de spair	Despair was marked on his tired features.
12. miniature	min i a ture	This miniature, which is my mother's, is an heirloom.

Class Work

Oral Setting-up Exercise: accommodate, necessary, dining, athlete, repetition, parallel.

Dictation: "Johnson," I said, "do you remember that pleasant day in April when the enemy aeroplanes flew over the village?"

"I surely do," he replied. "They had the appearance of miniature demons, flying up there at a height of seven thousand feet. I didn't know whether to run or to pray. I was so filled with despair that I wanted to do both. It was lucky for us that the villains didn't use gas and that we knew the fundamentals of taking care of ourselves; otherwise we shouldn't be here to-day, my boy."

A THIRD DOZEN TO PRONOUNCE

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. religion	re li gion	Few men can exist without some form of religion.
2. equivalent	e quiv a lent	His answer was equivalent to a denial.
3. divided	di vid ed	A day is divided into twenty-four equal parts.
4. monotonous	mo not o nous	The lecture being monotonous, we returned home.
5. prevalent	prev a lent	The idea is prevalent that studies are not an activity.
6. ineligible	in el i gi ble	He was ineligible, for he had not studied.
7. dilapidated	di lap i dat ed	He wore a dilapidated hat and walked with a slouching gait.
8. prominent	prom i nent	Those who are prominent are usually eager and enthusiastic.
9. medicine	med i cine	The medicine was worse than the disease.
10. manual	man u al	He gave me a manual dealing with manual labor.
11. permanent	per ma nent	The president appointed a permanent committee of three.
12. tendency	tend en cy	We may condone this tendency without approving it.

Class Work

Oral Setting-up Exercise: Give and illustrate the rules for final *y*, *ie* and *ei*, final *e*, and doubling the final consonant.

Dictation: Yesterday I stopped at the dilapidated office of Dr. Jones. Our conversation turned to religion. Opinion is divided as to the old Doctor's manual on medicine, but all regard him as a prominent student of the Bible. "I fear," said he in his high, monotonous voice, "the tendency to consider form equivalent to spirit. It's what people do that counts. In my opinion those who do not appreciate this fact should be ineligible for leadership in our churches, which are trying to establish a permanent basis for the future."

ACHIEVEMENT TEST NUMBER 5

ON PAGES 20, 21, 22

A

He was a rather pleasant-looking young man, and he had a mischievous twinkle in his eye. His awkward figure undoubtedly made him the despair of fashionable tailors, but his prominent chin and his tendency to look you squarely in the eye indicated that it would be inadvisable to have him for an enemy. In height and weight, he was below the average; yet he was always a candidate for competitive sports. All in all, I have never known a boy whose appearance gave less indication of his true character.

B

On Friday morning, our teacher showed us a miniature aëroplane which revealed the fundamental principles on which this comparatively modern invention is constructed. His lecture was divided into two parts: First, he spoke of the aëroplane as an engine of destruction; then he told of its indispensable value to modern transportation. It was inevitable, he said, that many should question the permanent value of airships; but the same attitude of doubt had been prevalent when automobiles were introduced. He concluded with the statement that aëroplanes had brought great benefits to man, and that they would develop uses undreamed of at the present time.

C

We have definitely decided to make the course in drama compulsory for Seniors, feeling sure that they will be benefited by the study. Of course, the work is more or less a repetition of what is studied in the Junior year; but the Seniors will not find their tasks monotonous, for the boys who take manual training are to improve the dilapidated scenery so that we can stage many of the plays studied. The idea is prevalent that most people are ineligible for such a course because they can't act. But whether you are preparing for medicine or religion, whether you come from a small village or a large city, whether you long to be a villain or a hero, a course in drama will be profitable. Remember that "all the world's a stage"; a course in drama is the equivalent of a course in living.

LOOK OUT FOR THE DOUBLE LETTERS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. opportunity	op por tu ni ty	Opportunity means making the most of what you have.
2. disappearance	dis ap pear ance	Can you account for his sudden disappearance?
3. commission	com mis sion	Gentlemen of the commission, let us proceed with the work.
4. excellent	ex cel lent	The plan is excellent; I am sure that you will succeed.
5. erroneous	er ro ne ous	But, my dear sir, you have an erroneous impression.
6. difference	dif fer ence	The difference is simply this: my book is worth while.
7. unnecessary	un nec es sary	Repairs being unnecessary, he drove rapidly away.
8. efficiency	ef fi cien cy	Efficiency is the watchword of the twentieth century.
9. dissipate	dis si pate	A man cannot dissipate and still retain our respect.
10. efficient	ef fi cient	He is the most vigorous and efficient boy in school.
11. apparent	ap par ent	The result of his activities was apparent.
12. irresistible	ir re sist i ble	You are irresistible, my dear, simply irresistible!

Class Work

Oral Setting-up Exercise: height, despair, fundamental, villain, ineligible, permanent.

Dictation: It is unfortunate that such an efficient commission should have dissipated its energies upon so many unnecessary details. The erroneous ideas of the chairman, who could not see the difference between what was apparent and what was fundamental, caused most of the trouble. His arguments were regarded as irresistible. The result was general inefficiency, and, in my opinion, the final disappearance of an excellent opportunity to do a piece of constructive work.

SOME MORE DOUBLE LETTERS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. suppressed	sup pressed	The final issue of the magazine was suppressed.
2. innocent	in no cent	Beware of those who pretend to be innocent.
3. carelessness	care less ness	Carelessness and lack of attention cause trouble.
4. interrogative	in ter rog a tive	Is this a simple interrogative sentence?
5. recommend	re com mend	I cannot recommend you for so important a position.
6. interrupt	in ter rupt	Please do not interrupt me again.
7. brilliant	bril liant	Being brilliant as a student, he seldom worked hard.
8. carriage	car riage	What an old-fashioned carriage!
9. dissolve	dis solve	Dissolve one tablet in a glass of water.
10. guarantee	guar an tee	Will you guarantee the results?
11. misspell	mis spell	Poor eyesight caused him frequently to misspell.
12. opposite	op po site	On the west was a garden; on the opposite side was a pool.

Class Work

Oral Setting-up Exercise: unnecessary, occasionally, embarrass, athlete, height, endurance.

Dictation: Can you recommend a plan which will guarantee that a student will never misspell such innocent words as *brilliant* and *carriage*, or never fail to put a question mark after an interrogative sentence? Students seem to have a suppressed desire to write the opposite of what is correct. When they are writing in the classroom, unless you warn them to be careful, their good intentions dissolve into carelessness. The results are very distressing.

HOMONYMS

Homonyms are words which are similar in sound but different in meaning. Learn the exact meaning of these words and their proper grammatical use, and you will have little difficulty in spelling them correctly.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. to	to	He attempted to run to the athletic field.
2. too	too	He was too severely injured to walk.
3. affect	af fect	The climate affected his health.
4. effect	ef fect	The effect of his action was noticeable.
5. its	its	Its power is overestimated.
6. it's	it's	It's my opinion that the machine is unmanageable.
7. accept	ac cept	He accepted the present graciously.
8. except	ex cept	We were all appointed to the committee except Saunders.
9. stationary	sta tion a ry	<i>Stationary</i> and <i>principal</i> are used as adjectives.
10. stationery	sta tion e ry	Attractive stationery is a mark of progressive business.
11. advise	ad vise	I advise you to go at once.
12. advice	ad vice	Take my advice and go canoeing every day.

Class Work

Oral Setting-up Exercise: disappoint, dissipate, seize, benefit, irresistible, destruction.

Dictation: "Your business is stationary," I said. "Your stock of stationery has been affected by the damp weather, and you will be forced to accept lower prices. However, except for a few packages, the paper is not too poor to sell. Its appearance is excellent. I advise you to advertise widely and set up a big window display."

He followed my advice, with a very gratifying effect. In ten days he had sold the entire stock and it's certain that his customers were as pleased as he.

ACHIEVEMENT TEST NUMBER 6

ON PAGES 24, 25, 26

A

"It is erroneous," interrupted Mr. Atwood, "to suppose that large words are most often misspelled. It's my experience that the real trouble-makers are apparently innocent words like *too*, *brilliant*, and *carriage*. Then, too, even excellent students seem unable to suppress an irresistible impulse to confuse words which sound alike. In the last examination, for example, all except the efficient students, who had followed my advice and made a careful review, misspelled the adjective *stationary*. They were, of course, misled by its similarity to the noun *stationery*, which means writing paper."

B

There is little hope of recovery unless you take my advice. The effects of dissipation and carelessness are not easily overcome. I recommend that you dissolve your partnership at once. I do not mean to be humorous when I suggest that the stationery business is too stationary for a sick man. Your habits of living have so affected your health that it now becomes necessary for you to accept every opportunity to improve your physical efficiency.

C

The committee accepted my advice and ruled that the disappearance of Mr. Williams made further deliberations unnecessary. There was some difference of opinion about the necessity for prolonged consideration of the company's books; but I took the negative point of view, and my theories were accepted.

MORE HOMONYMS

Do you know what the word means? What part of speech is it? Pronounce it carefully.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. formally	for mal ly	He was formally introduced to the president.
2. formerly	for mer ly	Formerly he was a captain in the National Guard.
3. precede	pre cede	In <i>receive</i> let E precede I.
4. proceed	pro ceed	Let us proceed to do the work assigned.
5. course	course	He was compelled to take a course in algebra.
6. coarse	coarse	The cloth, which was very coarse, was inexpensive.
7. principal	prin ci pal	The principal withdrew both principal and interest.
8. principle	prin ci ple	"Honesty is the best policy" is a worthy principle.
9. there	there	There seems to be no doubt about the matter.
10. their	their	Their actions betrayed their motives.
11. lose	lose	He cannot afford to lose the money.
12. loose	loose	His necktie was loose and his cap was awry.

Class Work

Oral Setting-up Exercise: tragedies, perseverance, misspell, recommend, competitive, accommodate.

Dictation: "I must notify you formally," said the principal, "that I expect you to proceed at once to spend more time on your course in Latin. Formerly you were an excellent student; now your loose habits of studying are notorious. There is little doubt that your principal trouble lies in your character. Your coarse and vulgar speech is a true reflection of your unworthy principles. Lose no time, my young friend, in improving both your character and your Latin. I expect that the results of this advice will be noticeable in your weekly marks."

A DOZEN OFTEN CONFUSED

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. disease	dis ease	Melancholia is a mental disorder, not a disease.
2. decease	de cease	His decease was a loss to the community.
3. quiet	qui et	Martin was quiet; nevertheless he was a leader of men.
4. quite	quite	I am quite satisfied that your judgment is wrong.
5. borne	borne	He was borne from the field by his comrades.
6. born	born	Edwards was born at Walpole, Massachusetts.
7. choose	choose	Choose wisely; then you have nothing to regret.
8. chosen	cho sen	Being captain, John was determined always to be eligible.
9. led	led	What led him on? Mystery and romance.
10. lead	lead	His road will lead him to the lead mine.
11. laid	laid	I laid the book on the table and arose slowly.
12. paid	paid	Yes, I paid ten dollars for it, but it's worth twenty.

Class Work

Oral Setting-up Exercise: loneliness, loveliness, modifying, endurance, independent, athlete.

Dictation: The expression on Dr. Sumner's face told us of Carleton's decease. Carleton was quite satisfied that he was strong; so he had chosen to work incessantly. From the day he was born until his death he had led a vigorous life and had always borne the cares of others. Determined to lead men, he was never quiet; now he had paid the price. He had laid down his life on the altar of hard work. If men of his type would only choose to play more often, they would not be so susceptible to disease.

DON'T DOUBLE THE LETTER

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. until	un til	Until you came, I was always lonely.
2. across	a cross	As I came across the field, he was standing by the tree.
3. always	al ways	Always notice the number of syllables in each word.
4. almost	al most	"Hurrah!" he exclaimed, "we are almost there."
5. professor	pro fes sor	Why, my dear professor, how are you?
6. balance	bal ance	<i>Balance</i> is not used to mean <i>the rest</i> or <i>the remainder</i> .
7. peaceful	peace ful	Never will he be so peaceful again.
8. awful	aw ful	Do not use <i>awful</i> unless you know just what the word means.
9. interested	in ter est ed	I am interested, but the fact is that I lack the money.
10. opinion	o pin ion	What, in your opinion, ought we to do?
11. useful	use ful	This pen is useful as well as ornamental.
12. excel	ex cel	Try to excel both in scholarship and in sport.

Class Work

Oral Setting-up Exercise: guarantee, recommend, interrogative, irresistible, synonym, permanent.

Dictation: Until I went to school, I always had the opinion that a professor was an awful tyrant who excelled in drawing lines across misspelled words and who balanced grade books. Imagine my surprise when I learned that teachers are sometimes peaceful and often useful.

ACHIEVEMENT TEST NUMBER 7

ON PAGES 28, 29, 30

A

I was formally chosen to present Mr. Waters, the principal speaker of the evening. Being of the opinion that a speech of introduction should be quite short, I at once proceeded to write my address very carefully. I paid little attention to the occasion, but I laid great stress upon what our guest had done to lessen the ravages of disease. During my preparation, I came across the interesting fact that Mr. Waters had been born in our town. This I found useful in making the audience interested in the speaker.

B

Formerly there was a tendency to accept the principle that "All men are born free and equal." Gradually we have been led to realize that this idea is based upon loose thinking. Choose your examples at random, and you will perceive that men are not free and that their powers are not equally balanced. Of course, people are always free to excel in proportion to their capacity. But the coarse man is never equal to the one who is refined; nor is the man yet born who can lead a life beyond the restraints of law, custom, and necessity.

C

Lest I should lose my way, I employed a guide to lead me over the course. He was a quiet, efficient, and peaceful fellow whom I could always trust. Soon almost all of the responsibilities of the expedition were borne by him. When we reached the awful valley of the Nile, he suddenly contracted fever and died. Not until after his decease did I realize how useful he had been. It was fortunate that the worst of the journey had preceded his death.

DO NOT ADD ANY LETTERS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. forty-four	for ty-four	Forty-four men applied for the position.
2. welfare	wel fare	I am interested in your welfare.
3. similar	sim i lar	Our track was similar to the one at Harvard.
4. control	con trol	When he lost control, I jumped.
5. auxiliary	aux il ia ry	The small boats were used as an auxiliary fleet.
6. lightning	light ning	This building was struck by lightning during last July.
7. remembrance	re mem brance	Please accept this remembrance from your friends.
8. hindrance	hin drance	Being only a hindrance, I decided to leave.
9. judgment	judg ment	To form a judgment, consider both sides of a question.
10. prove	prove	Additional facts proved that he was not guilty.
11. prejudice	prej u dice	Do not allow prejudice to influence your opinions.
12. disastrous	dis as trous	To stay is both inexpedient and disastrous.

Class Work

Oral Setting-up Exercise: interested, precede, chosen, across, useful, professor.

Dictation: In 1922 forty-four airships, intended for auxiliary planes, started on a disastrous flight to San Francisco. A similar flight had been unsuccessful in 1921, and this experiment was made against the judgment of unprejudiced authorities, who had a vivid remembrance of what had happened at that time. Bad weather proved a hindrance; lightning struck one plane; the pilot of another lost control and was killed. Does the welfare of our army and navy require these dangerous tests?

DON'T LOSE A LETTER

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. acquaintance	ac quaint ance	Atkinson, an acquaintance of mine, is now mayor of Milton.
2. discipline	dis ci pline	Discipline is only a means to an end.
3. acknowledge	ac knowl edge	Yes, of course, he ought to acknowledge his error.
4. meant	meant	He meant to do well; however, he seldom succeeded.
5. quarter	quar ter	By wise investments, Walters made a quarter of a million.
6. succeed	suc ceed	To succeed you must work and plan.
7. extraordinary	ex traor di na ry	Watkins's ability was extraordinary; yet he failed.
8. foreword	fore word	Having written the foreword, I began my story.
9. acquire	ac quire	Acquire the habit of saving a small part of what you earn.
10. attempt	at tempt	At least, you can make an attempt.
11. stretch	stretch	Stretch the chain across the road, and wait patiently.
12. governor	gov ern or	"Some day I'll be governor," he said.

Class Work

Oral Setting-up Exercise: Give the rule to be followed in spelling each of the following words: seize, omitted, loneliness, dining, witches', lady's.

Dictation: In the foreword of an extraordinary book written by the governor of this state over a quarter of a century ago, an attempt is made to show people how to succeed in life. No mention is made of discipline; nor does the writer attempt to show us how to acquire good habits. An acquaintance of mine, acknowledged by all to be a very successful man, offered this searching criticism of the work: "I guess," said my friend, "that the governor meant to tell us how to stretch our wealth; but he evidently forgot that a man needs to be happy as well as prosperous."

SOLID WORDS

As a rule, combine without a hyphen two nouns used to form a third.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. baseball	base ball	The baseball captain, Con Hurley, is seldom ineligible.
2. textbook	text book	Textbook knowledge must be tested by experience.
3. railroad	rail road	Motor busses are replacing the railroads of this country.
4. schoolroom	school room	It is difficult to study in a poorly ventilated schoolroom.
5. classmate	class mate	His classmate, who was a brilliant student, went to Yale.
6. fireplace	fire place	An open fireplace is a source of pleasure for all of us.
7. roommate	room mate	He was my roommate at Harvard.
8. teammates	team mates	His failure was a source of trouble to his teammates.
9. eyesight	eye sight	Poor eyesight is frequently a cause of failure to spell correctly.
10. newspaper	news paper	The newspaper contains the story of his tragic death.
11. sunrise	sun rise	With his roommate he enjoyed the sunrise from the hilltop.
12. boardwalk	board walk	Each morning he paced up and down the boardwalk.

Class Work

Oral Setting-up Exercise: disastrous, prejudice, governor, professor, excel, judgment.

Dictation: His poor eyesight, so he told his teachers, prevented him from studying textbooks in a classroom; but his roommate told me with a smile that it seldom prevented his reading a newspaper by the fireplace, or his playing baseball. His teammates and classmates, moreover, were unanimous in testifying that as he stood on the boardwalk at sunrise, looking down the railroad track for the train to take him on a vacation, his eyesight was excellent.

ACHIEVEMENT TEST NUMBER 8

ON PAGES 32, 33, 34

A

The governor showed the poor judgment of appointing a committee to examine the textbooks of the state. As a prominent newspaper said in an editorial, "Such committees are always prejudiced, and they usually prove to be a hindrance." Although they are meant to promote the welfare of education, experience with similar groups has convinced me that their attempt to control what is taught in our classrooms is futile.

B

The lightning struck a shop used as an auxiliary to our main factory. My roommate, who, with an acquaintance, was on the boardwalk near the front entrance, told me that for a moment he thought his eyesight ruined by the flash. An extraordinary feature of the incident was that about one quarter of the old railroad which we had acquired from the Boston and Maine was completely torn up.

C

John Alden, a classmate who was also my teammate on the baseball nine, was generally acknowledged to be a rather stupid boy. Moreover, he was always under discipline for his pranks. Nevertheless, I think that some day he will succeed as a writer. I still have remembrances of the beautiful foreword which he wrote in our school annual. And it is no stretch of the imagination to say that his poems, "Sunrise at Sea" and "An Old-Fashioned Fireplace," are two of the loveliest lyrics I have read.

ANOTHER DOZEN SOLID WORDS

Do not make the error of separating parts of these words by a hyphen.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. together	to geth er	Always remember to spell this word together.
2. altogether	al to geth er	There is altogether too much noise in this room.
3. nevertheless	nev er the less	I am disappointed; nevertheless I shall accept the offer.
4. everything	ev er y thing	Everything seemed entirely satisfactory.
5. everybody	ev er y bod y	Everybody except John, who was ill, attended the picnic.
6. sometimes	some times	Sometimes he rode his motorcycle.
7. schoolboy	school boy	Milton was a typical schoolboy, impulsive and very athletic.
8. everywhere	ev er y where	He was a keen observer, and his glances went everywhere.
9. anywhere	an y where	You may sit anywhere you wish.
10. anything	an y thing	I do not want anything in particular.
11. outdoor	out door	Football is a national outdoor fall sport.
12. ourselves	our selves	We ourselves are responsible for his condition.

Class Work

Oral Setting-up Exercise: extraordinary, stretch, textbook, acknowledge, benefited, lightning.

Dictation: Everybody agreed that Douglas Shaw was altogether too young for college life. Together with his friend Atkinson, a typical schoolboy, he had engaged in many outdoor sports. He had traveled everywhere and had read everything available; nevertheless, he was immature, and he did not know anything thoroughly. He could go anywhere on the highways of scholarship, but the bypaths were a maze to him. Those of us who consider ourselves reasonable will recognize the folly of exposing such an untrained lad to higher educational processes.

SEPARATE WORDS

Notice that the words in the following list are not combined, either with or without a hyphen.

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. all right	all right	"Listen to me! You are all right," I said.
2. any one	an y one	"Oh, any one can do that," he replied.
3. et cetera	et cet er a	Be sure to use <i>etc.</i> as an abbreviation for <i>et cetera</i> .
4. inasmuch as	in as much as	Inasmuch as you have remained, you must work.
5. near by	near by	He stood near by and listened attentively.
6. no one	no one	No one may leave after ten o'clock.
7. per cent	per cent	Fifty per cent of his income is wasted.
8. every one	ev er y one	Every one should attend school as usual.
9. some one	some one	Some one had failed; we were in great danger.
10. in spite of	in spite of	In spite of my advice, he left immediately.
11. school spirit	school spir it	School spirit is a very vague term.
12. human beings	hu man be ings	All that we ask is that you treat us as human beings.

Class Work

Oral Setting-up Exercise: independent, descendant, perseverance, occasionally, accommodate, repetition.

Dictation: Fifty per cent of those who use the term *school spirit* fail to recognize its true meaning. Some one has defined it as enthusiasm. Any one who has lived near schools will at once think of songs, cheers, et cetera. These things are all right, inasmuch as they suggest certain driving forces which stimulate vigor and loyalty among the young human beings who attend school. However, as I think of a great school near by, I am inclined to believe, in spite of the misunderstanding of the word in modern life, that school spirit means sacrifice.

KEEP THE WHOLE WORD AND ADD THE *LY*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. completely	com plete ly	I was disappointed; the man had completely changed.
2. usually	us u al ly	We usually require a registration fee.
3. undoubtedly	un doubt ed ly	In these calculations you are undoubtedly correct.
4. totally	to tal ly	Helen Keller is totally blind.
5. naturally	nat ur al ly	Naturally he turned to me for assistance.
6. principally	prin ci pal ly	Our bargain was now principally a matter of addition.
7. physically	phys i cal ly	Physically he was above the average.
8. especially	es pe cial ly	What I especially desire is your undivided attention.
9. particularly	par tic u lar ly	We were particularly anxious to make camp that evening.
10. finally	fi nal ly	Finally he replied in low and almost inaudible tones.
11. practically	prac ti cal ly	Practically all who enter the store purchase something.
12. scarcely	scarce ly	He had scarcely enough money to buy his ticket.

Class Work

Oral Setting-up Exercise: precede, similar, judgment, together, all right, nevertheless.

Dictation: It is undoubtedly true that young men who are physically fit are especially well qualified to undertake practically any position in life which particularly requires muscle. There is scarcely any doubt, however, that many of these same men are totally unqualified for tasks which require trained minds. Great positions to-day usually demand superior mental qualifications. Those who try to substitute physique, important as it may be, find that without brains they are completely lost. Very naturally, the men whose development is principally below the neck finally give way to those who have cultivated minds.

ACHIEVEMENT TEST NUMBER 9

ON PAGES 36, 37, 38

A

Inasmuch as time was short, every one was limited to a ten-minute speech. In spite of this restriction one especially long-winded orator continued for thirty minutes. Everybody became restless; nevertheless, no one stopped him. Finally, the chairman took his heavy gavel and in desperation pounded — not the table in front of him, but the bald head of a sleepy old gentleman near by! The old man scarcely felt the blow. Yawning, he murmured sleepily, “Go on! Hit me again; I can still hear him!”

B

Practically fifty per cent of the human beings who see plays are unable to judge drama. Undoubtedly they are qualified to say whether or not they enjoy it, but this is totally different from *judging* the play. To form a judgment one must have standards by which to test. Any one, then, who says that a play is all right must be able to demonstrate that the play satisfies the recognized standards of great drama.

C

Some one ought to write a true definition of school spirit. Everywhere I go, I usually find that schoolboys are completely misled in thinking that no one can have school spirit unless he cheers lustily, sings school songs, et cetera. Naturally, I suppose, those who are young and physically fit associate spirit primarily with noise. Just between ourselves, however, this is mere boisterousness. Sometimes it is an evidence of spirit; again it merely represents a mob gathered to shout. There is altogether too much yelling in our schools and not enough quiet thinking. Anything which ennobles, everything which makes one more reverent, honorable, and serviceable, is inspired by real school spirit. Clearly, then, it is quite unnecessary to have the band anywhere about when school spirit is at its highest pitch.

A DOZEN FROM SCHOOL LIFE

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. grammar	gram mar	A good grammar school training is essential.
2. government	gov ern ment	Student government requires student responsibility.
3. organization	or gan i za tion	The class perfected its organization.
4. knowledge	knowl edge	A knowledge of grammar is very desirable.
5. laboratory	lab o ra to ry	Theory was supplemented by a great deal of laboratory work.
6. mathematics	math e mat ics	He always failed in English, but in mathematics he was successful.
7. sophomore	soph o more	Enders was graded as a sophomore.
8. library	lib ra ry	A well-stocked library is a necessity for every school.
9. obedience	o be di ence	"Obedience to the law is liberty."
10. tournament	tour na ment	The tennis tournament was attended by the student body.
11. amateur	am a teur	What is the difference between an amateur and a professional?
12. curriculum	cur ric u lum	How much reading do you do outside the curriculum?

Class Work

Oral Setting-up Exercise: together, professor, athlete, near by, totally, usually.

Dictation: The new teacher of mathematics and science proved to be an expert at golf, for he immediately won the amateur title in the state tournament. However, his organization of the laboratory work for the sophomore class was a failure, and he was unable to command obedience in his classes. He was as unsuccessful in persuading his students to do the library work required by the school curriculum as he was lacking in knowledge of grammar.

A DOZEN FOR YOUR CAR

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. automobile	au to mo bile	An automobile is no longer regarded as a luxury.
2. carburetor	car bu ret or	A carburetor mixes air with the gasoline vapor.
3. manufacture	man u fac ture	Standardization makes possible the manufacture of cheap cars.
4. perform	per form	Never have I seen the old car perform so well.
5. balloon	bal loon	When you add balloon tires, you increase comfort.
6. chauffeur	chauf feur	My chauffeur, only sixteen years old, is very skillful.
7. exhaust	ex haust	The exhaust contains poisonous carbon monoxide.
8. indispensable	in dis pen sa ble	Beauty is desired grace; comfort is indispensable.
9. batteries	bat ter ies	You undoubtedly need to replace the batteries.
10. guard	guard	Be on your guard against poor drivers.
11. maneuver	ma neuv er	<i>Maneuver</i> is also correctly spelled <i>manoeuvre</i> .
12. expense	ex pense	Oh, never mind the expense; enjoy yourself!

Class Work

Oral Setting-up Exercise: government, practically, finally, knowledge, leisure, attempt.

Dictation: My old car was manufactured generations ago. Knowing this, I always maneuvered her carefully to guard against accidents. One day, however, I crashed into an automobile driven by the Perkinses' chauffeur. Then expense began!

"She'll never perform again without new batteries and a new carburetor," said the garage man.

"Never mind repairing her," I replied. "My patience with that old junk-heap is exhausted. Send up a new car, and see that it has balloon tires."

A DOZEN PROPER NOUNS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. De Coverley	De Cov er ley	<i>The De Coverley Papers</i> are informal essays.
2. Philadelphia	Phil a del phi a	He was born in Philadelphia on June 1, 1899.
3. February	Feb ru a ry	Much to my surprise, he returned late in February.
4. Thackeray	Thack e ray	<i>Henry Esmond</i> is one of Thackeray's novels.
5. Connecticut	Con nec ti cut	I was interested to see tobacco growing in Connecticut.
6. Massachusetts	Mas sa chu setts	Massachusetts has always been a great industrial center.
7. Wednesday	Wed nes day	Take the book, but be sure to return it on Wednesday.
8. Tennyson	Ten ny son	Tennyson preached a doctrine of hope and faith.
9. Emerson	Em er son	Emerson is philosophical; Swift is bitingly satirical.
10. Bolshevism	Bol she vism	Bolshevism became dangerous in Italy during the war.
11. Britain	Bri tain	When I returned to Great Britain, I found life enjoyable.
12. Ulysses	U lys ses	Ulysses was a great national hero.

Class Work

Oral Setting-up Exercise: textbook, good-looking, undoubtedly, physically, mathematics, per cent.

Dictation: The Wednesday test revealed some amazing facts. Emerson and Tennyson, it was said, were American writers born in Massachusetts. Thackeray and Ulysses, it was explained, were interested in Bolshevism; and Sir Roger De Coverley satirized life in Connecticut.

"I expect," said the teacher ironically, "that some day I'll be told that Great Britain is a national hero, or that Philadelphia is a day of the month and February a city in Pennsylvania."

ACHIEVEMENT TEST NUMBER 10

ON PAGES 40, 41, 42

A

People often wonder why the curriculum of a school prescribes a study of grammar or retains the works of such authors as Emerson, Tennyson, and Thackeray, who are often less interesting to young people than some of our modern writers. Go to your library; read *Ulysses*, *The De Coverley Papers*, or *Henry Esmond*, one of the great novels which Britain has produced. In these works you will see obedience to the laws of art. Through them you may increase your knowledge and develop wisdom. Pleasure derived from reading them is never exhausted. These are the works of masters; many of our modern writers have yet to prove that they are not amateurs in the field of literature.

B

No expense is spared by the manufacturer of automobiles to make his car perfect. Only the most effective and serviceable batteries and carburetors are used. Balloon tires are considered indispensable. The laboratories of great organizations have applied the laws of science and mathematics to design and construction. Every precaution is taken to guard against weakness and to enable the chauffeur to have a car which will perform and maneuver properly under all conditions.

C

Since the introduction of student government, we have had more freedom on Wednesday afternoons. Last week the sophomores had a chess tournament. Two weeks ago we had a visitor from Philadelphia, who spoke of the tendency toward Bolshevism in some of the industrial cities of Massachusetts.

GRAMMATICAL TERMS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. accusative	ac cu sa tive	A direct object is in the accusative case.
2. adjectivally	ad jec tiv al ly	A word used adjectivally modifies a noun or pronoun.
3. adverbially	ad ver bi al ly	The entire clause is used adverbially.
4. antecedent	an te ce dent	<i>House</i> is the antecedent of <i>which</i> .
5. apposition	ap po si tion	A noun used to explain another noun is in apposition.
6. complement	com ple ment	Complement means that which completes.
7. participle	par ti ci ple	A participle is always used as an adjective.
8. independent	in de pend ent	Do not forget the independent clause.
9. participial	par ti cip i al	<i>Running down the street</i> is a participial phrase.
10. possessive	pos ses sive	Can you state the possessive singular?
11. indefinite	in def i nite	<i>Each</i> is an indefinite pronoun.
12. subordinate	sub or di nate	Distinguish between subordinate and independent clauses.

Class Work

Oral Setting-up Exercise: organization, any one, carburetor, chauffeur, extraordinary, usually.

Dictation: He found grammar very difficult. He had no trouble in finding words which were used adjectivally and adverbially; but it seemed impossible for him to find complements, antecedents, participles, or words in apposition. He frequently called participial phrases subordinate clauses. An accusative was even a greater mystery than the possessive case. "Indefinite pronouns!" he exclaimed one day in desperation. "All words are indefinite to me!" He was one of those independent spirits which, like independent clauses, stand alone.

WORDS USED IN DISCUSSING ESSAYS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. fanciful	fan ci ful	Some of his essays are fanciful; others are imaginative.
2. transitional	tran si tion al	Macaulay uses effective transitional sentences.
3. whimsical	whim si cal	I enjoy his whimsical, unconventional digressions.
4. familiar	fa mil iar	Familiar essays remind one of delightful conversation.
5. development	de vel op ment	Have you discovered the author's method of development?
6. ingenuity	in ge nu i ty	The charm of this essay lies in the author's ingenuity.
7. biographical	bi o graph i cal	Biographical essays are usually filled with anecdotes.
8. allusions	al lu sions	His essays contain many classical allusions.
9. references	ref er en ces	Essayists employ many references to commonplace things.
10. artificiality	ar ti fi ci al i ty	Familiar essays are seldom marred by artificiality.
11. intimately	in ti mate ly	I feel as if I knew the author intimately.
12. essentially	es sen tial ly	His style is essentially fragmentary.

Class Work

Oral Setting-up Exercise: professor, athlete, Connecticut, grammar, February, amateur.

Dictation: When I first read *The Pup Dog*, I was delighted with the author's familiar and fanciful development of his topic. My interest in this essentially commonplace essay may be attributed to the author's lack of artificiality, to his ingenuity, and to his many whimsical references. I felt that the writer knew his dog intimately, and I was charmed by the skill with which he interwove comments on biographical incidents. Those who wish to study effective transitional sentences should read this essay, although its charm lies in the author's conversational and mock-serious style.

A DOZEN MORE FROM ESSAYS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. genial	ge ni al	His style is always clever and genial.
2. humorous	hu mor ous	Stephen Leacock is a humorous essayist.
3. graphic	graph ic	To be graphic is to be concrete, definite, picture-giving.
4. forceful	force ful	His style is forceful, but, in my opinion, awkward.
5. playful	play ful	I think that his attitude is almost playful.
6. introspection	in tro spec tion	Introspection is essential for a successful essayist.
7. semi-serious	sem i-se ri ous	The writer seems to be semi-serious or mocking in his attitude.
8. discursive	dis cur sive	His style is too general and discursive.
9. confidential	con fi den tial	I always enjoy the confidential style of essayists.
10. enthusiasms	en thu si asms	I hesitate to attempt to name his many enthusiasms.
11. prejudices	prej u di ces	Johnson's prejudices, numerous yet forgivable, amuse us.
12. mood	mood	His style is a perfect reflection of his mood.

Class Work

Oral Setting-up Exercise: accusative, modifying, grammar, possessive, allusion, Massachusetts.

Dictation: In trying to estimate Stephen Leacock as a writer, one is always impressed with his variety of moods—his genial, humorous, playful, semi-serious attitude toward men and places. In reading *The Photographer*, for example, I always feel as if I were enjoying a conversation with a discursive but very confidential friend—a friend full of prejudices, yet irresistibly enthusiastic. Then, too, his ability to treat ordinary topics in a style at once graphic and forceful, and his delightful habit of introspection, make him a writer of great charm and power.

A

It requires a certain amount of ingenuity to write paragraphs in which such words as *adjectivally* and *adverbially* are mixed with words from familiar essays. It is very difficult to compose proper transitional sentences. Allusions to *graphic style* and *introspection* are not readily understood when they are scrambled with terms from grammar such as *antecedent* and *complement*. Such a paragraph as this, for instance, may be made whimsical, fanciful, and humorous; but it is marked by artificiality and lack of forceful style.

B

Old Tompkins was a discursive fellow, full of enthusiasm and prejudices. When he was in a confidential mood, I always found him a genial companion. Then in his semi-serious way he would speak intimately of his early life. Biographical references to the days when he played an important part in the development of American navigation would be related with the whimsical attitude of a familiar essayist.

C

Learning grammar is essentially a matter of becoming intimately acquainted with the use of words. Many people think that grammar involves memorizing definitions of such words as *accusative*, *apposition*, *participial*, or *possessive*. This notion is pure nonsense. Definitions are useful; but if you want to master subordinate clauses, for example, you must look at a dozen or two and really see how they are used in sentences.

FROM THE LIFE OF JOHNSON

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Macaulay	Ma cau lay	Macaulay's <i>Life of Johnson</i> is a fascinating essay.
2. etymologist	et y mol o gist	Johnson was not a learned etymologist.
3. Lichfield	Lich field	Johnson's father, Michael Johnson, lived at Lichfield.
4. parliament	par li a ment	Macaulay was a brilliant orator in parliament.
5. scrofula	scrof u la	Johnson was troubled with scrofula.
6. hypochondriac	hy po chon dri ac	He was an incurable hypochondriac.
7. controversialist	con tro ver sial ist	Johnson is probably best known as a controversialist.
8. Rasselas	Ras se las	<i>Rasselas</i> is a fanciful story written by Samuel Johnson.
9. politics	pol i tics	Johnson has a narrow view on the politics of his day.
10. tyranny	tyr an ny	Johnson protested against what he considered tyranny.
11. sophistry	soph ist ry	Much of Johnson's writing is pure sophistry.
12. Piozzi	Pi oz zi	Mrs. Thrale later became Mrs. Piozzi.

Class Work

Oral Setting-up Exercise: State and illustrate the rules for dropping silent *e*, doubling the final consonant, *ie* and *ei* words, and the exceptions to the *ie* and *ei* rule.

Dictation: Samuel Johnson, who was born at Lichfield, England, was from his earliest youth afflicted with scrofula. He was, moreover, an incurable hypochondriac. His works were often characterized by sophistry, and he was not a close observer of politics. We smile at his vigorous protests against tyranny in parliament; we praise his dictionary, although he was not a great etymologist; we read with interest his stories, such as *Rasselas*. But when all is said and done, we admire Johnson most as a controversialist. Some of his discussions with Mrs. Thrale, who later became Mrs. Piozzi, are as brilliant as the best of Macaulay's speeches.

FROM THE ADDRESSES OF LINCOLN

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Gettysburg	Get tys burg	<i>The Gettysburg Address</i> is a masterpiece of composition.
2. eloquence	el o quence	How do you explain Lincoln's eloquence?
3. occasion	oc ca sion	We shall consider the man, the subject, and the occasion.
4. reverence	rev er ence	Few men deserve our reverence more than Lincoln.
5. perpetuation	per pet u a tion	His aim was the perpetuation of the Union.
6. inalienable	in al ien a ble	We have an inalienable right to liberty.
7. tyrannical	ty ran ni cal	Tyrannical means despotic and arbitrary.
8. sovereignty	sov er eign ty	What did Douglas mean by "popular sovereignty"?
9. conscientiously	con sci en tious ly	Can you conscientiously accept this point of view?
10. inexpedient	in ex pe di ent	Drastic action at this time is inexpedient.
11. secession	se ces sion	"The central idea of secession is the essence of anarchy."
12. inaugural	in au gu ral	What is your opinion of the first inaugural address?

Class Work

Oral Setting-up Exercise: enthusiasm, humorous, forcibly, ingenuity, possessive, dependent.

Dictation: Lincoln delivered many great speeches. Among them there are few greater than his first inaugural address, in which he denied the right of secession and upheld his duty to protect the nation's sovereignty. How conscientiously the Great Emancipator strove to protect the inalienable rights of man! Ignoring what was merely expedient, he fearlessly appealed for the perpetuation of the Union, and protested against the tyrannical aspects of slavery. This was a great speech, but *The Gettysburg Address* is even greater. Admirably adapted to the occasion, it is characterized by simplicity, reverence, and beauty. How can we account for such eloquence and power?

WORDS USED IN WRITING ABOUT PLOTS

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. chronological	chron o log i cal	The events are related in chronological order.
2. realistic	re al is tic	The plot, I think, is realistic and not very complicated.
3. ingenious	in gen ious	Shakespeare was very ingenious as a playwright.
4. fanciful	fan ci ful	<i>As You Like It</i> is a delightfully fanciful play.
5. foreshadowing	fore shad ow ing	Foreshadowing does not always mean complete revealing.
6. inciting	in cit ing	Did Lady Macbeth seem to be inciting her husband to do evil?
7. interwoven	in ter wo ven	In this plot, comedy is interwoven with tragedy.
8. disentanglement	dis en tan gle ment	A well planned plot requires a skillful disentanglement.
9. stereotyped	ster e o typed	The plot, in my opinion, is stereotyped.
10. sequence	se quence	Sequence promotes clarity.
11. amateurish	am a teur ish	"Very amateurish work," I said.
12. catastrophe	ca tas tro phe	A catastrophe is the final solution of the plot.

Class Work

Oral Setting-up Exercise: amateur, practically, together, judgment, endurance, descendant.

Dictation: The playwright is amateurish in style, to say the least, and there is little in this melodramatic tragedy foreshadowing success. The plot events follow in chronological order, and there is a natural sequence of scenes and acts; but the events themselves are not cleverly interwoven. The inciting force is also present; but from the beginning of the rising action to the disentanglement and catastrophe one feels a lack of the realistic, the fanciful, and the ingenious — elements of style so characteristic of Shakespeare.

A

Last Friday we heard an address before the survivors of the World War. The speaker was a member of the British Parliament, who combined great eloquence with a remarkable knowledge of politics. The speech was adapted to the occasion, and many effective and realistic anecdotes stirred those who had fought on foreign fields. The orator urged that we must have greater reverence for right, and must not be led astray by those who merely teach us to be expedient. In a conclusion which reminded me of Lincoln's great speeches on sovereignty and secession, the speaker condemned tyrannical government in all forms and appealed for the perpetuation of the democratic ideal.

B

Dr. Johnson will not be remembered primarily for his writing. He was not a learned etymologist; much of his composition is stereotyped and full of sophistry. His fanciful stories, such as *Rasselas*, are amateurish from the modern point of view. Neither will he be known for his associations with Mrs. Piozzi. As Macaulay pointed out, this remarkable son of a poor bookseller of Lichfield will always be known for his ideals and his personality. Overcoming scrofula, fighting against the fact that he was a hypochondriac, Johnson, by sheer worth and by his power as a controversialist, forced letters out of the mire of patronage onto the firm ground of popular support.

C

Your story of Lincoln's life is interesting but rather amateurish. Go over it again; get the events in chronological order; improve the sequence. Don't try to get inciting forces and disentanglements into your work, which is primarily biographical. Read your subject's inaugural addresses, works in which reverence, simplicity, and beauty are combined with power. You have undoubtedly worked conscientiously; nevertheless, your efforts will end in catastrophe unless you revise very carefully.

A DOZEN FROM *SILAS MARNER*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. George Eliot	George El i ot	George Eliot's real name was Mary Ann Evans.
2. psychological	psy cho log i cal	The psychological novel emphasizes the study of motives.
3. Nancy Lammeter	Nan cy Lam met er	Is Nancy Lammeter the heroine of <i>Silas Marner</i> ?
4. misanthrope	mis an thrope	A misanthrope, as you know, is a hater of mankind.
5. rivalries	ri val ries	There are usually petty rivalries in all small towns.
6. expulsion	ex pul sion	Expulsion is seldom really necessary, in my opinion.
7. consequence	con se quence	As a consequence he was suspected by the townspeople.
8. Lantern Yard	Lan tern Yard	Lantern Yard was the center of an industrial community.
9. Rainbow Inn	Rain bow Inn	How they did gossip at the Rainbow Inn!
10. Raveloe	Rav e loe	Raveloe was an isolated country village.
11. portrayal	por tray al	The secret of effective portrayal is imaginative appeal.
12. miser	mi ser	I wonder if a miser is ever really happy.

Class Work

Oral Setting-up Exercise: unnecessary, foreign, religion, monotonous, enemy, obedience.

Dictation: George Eliot is known principally for her ability to write psychological novels, showing the consequences of human actions on the minds of people. She is also praised for her portrayal of English country life. How vividly she makes us see the gossips and small-town folk who frequented the Rainbow Inn and participated in the petty rivalries of Raveloe! Such characters as Nancy Lammeter and Silas Marner, who, after his expulsion from Lantern Yard, became a miser and a misanthrope, are convincing evidence of the power of her pen.

TWELVE FROM A TALE OF TWO CITIES

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Madame Defarge	Ma dame De farge	Why did Madame Defarge seek vengeance?
2. Charles Darnay	Charles Dar nay	Charles Darnay is the technical hero of the story.
3. revolutionist	rev o lu tion ist	A revolutionist is one who seeks a political change.
4. Bastille	Bas tille	Why was Dr. Manette released from the Bastille?
5. Sydney Carton	Syd ney Car ton	Sydney Carton is one of Dickens's best-known characters.
6. Lucie Manette	Lu cie Man ette	Is Lucie Manette a clearly drawn character?
7. Monseigneur	Mon sei gneur	Monseigneur symbolizes wrong and oppression.
8. Barsad	Bar sad	Did you know that Barsad was Miss Pross's brother?
9. emigrant	em i grant	Darnay was accused of being an emigrant.
10. guillotine	guil lo tine	The guillotine was invented by Antoine Louis.
11. Tellson's	Tell son's	Tellson's bank was as efficient as it was musty.
12. Jarvis Lorry	Jar vis Lor ry	Dickens's portrait of Jarvis Lorry is very effective.

Class Work

Oral Setting-up Exercise: knowledge, embarrassed, accommodate, foreshadowing, business, professor.

Dictation: What thoughts must have been in Sydney Carton's mind as he rode to the guillotine! The Bastille, Monseigneur, Madame Defarge, Barsad, and the bloodthirsty revolutionists who walked by his tumbril — what did they mean to him? I venture to suggest that he thought of none of these. Pleasant recollections of Jarvis Lorry, his friend from Tellson's bank; kindly memories of Charles Darnay, an emigrant for whom he must die; thoughts of Lucie Manette, dearer to him than life — these and visions of a brighter day consoled him as he spoke words of comfort to the little seamstress.

WORDS USED IN DISCUSSING POETRY

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. rhyme	rhyme	Rhyme means correspondence of terminal sounds.
2. rhythmical	rhyth mic al	Poetry does not always rhyme, but is usually rhythmical.
3. rhythm	rhythm	Rhythm is the movement produced by regular accenting.
4. metaphor	met a phor	A metaphor is an implied comparison.
5. hyperbole	hy per bo le	Hyperbole involves intentional exaggeration.
6. ballad	bal lad	A ballad involves a traditional story.
7. onomatopœia	on o mat o pœ ia	Onomatopœia makes use of words with suggestive sounds.
8. alliteration	al lit er a tion	Alliteration is recurrence of similar sounds.
9. didactic	di dac tic	Didactic poetry contains direct instruction.
10. imagery	im age ry	Imagery is characteristic of all great poetry.
11. dactylic	dac tyl ic	A dactylic foot has a waltz rhythm.
12. anapestic	an a pest ic	A foot of three syllables with the accent on the last is called anapestic.

Class Work

Oral Setting-up Exercise: usually, all right, disappearance, recommend, occasionally, existence.

Dictation: A ballad is usually a traditional story in verse form. It is a narrative song having rhyme and rhythm. The imagery in it is simple, and the verses are often alliterative. Onomatopœia and hyperbole are occasionally found, and metaphors are common. The rhythmical effect of the lines is produced usually by iambic measures, for the early ballad singers seldom attempted such complicated feet as the dactylic and anapestic. The ballad is sometimes didactic, but we should not think of it as a rhymed sermon.

ACHIEVEMENT TEST NUMBER 13

ON PAGES 52, 53, 54

A

It is interesting to speculate on how George Eliot would have portrayed such characters as Madame Defarge, Charles Darnay, or Jarvis Lorry. As a writer of psychological and rather didactic novels, she would undoubtedly have emphasized a study of the minds of these characters and the consequence of their actions. She would have enjoyed, perhaps, characterizing the musty smell of Tellson's bank more than the exciting period in which the revolutionists strove to establish a new order. But, judging by the effectiveness with which she has portrayed Nancy Lammeter, the characters of Lantern Yard and Raveloe, and the small-town folk who frequented the Rainbow Inn, Eliot would have found her chief delight in giving us a picture of such interesting personages of fiction as Monseigneur, Barsad, and Lucie Manette.

B

Good prose contains much that we commonly associate with poetry. Of course, rhyme, rhythm, dactylic and anapestic feet, and such figures as metaphor, alliteration, and onomatopœia are terms which we associate with poetry. Yet, if we read *Silas Marner*, for example, that wonderful story in which a man who has, because of his expulsion from Lantern Yard, become a miser and misanthrope, we shall find much that is poetic. Many of the lines of this story are rhythmical; there is a great deal of imagery; and the events are related with the simplicity and beauty of an old English ballad.

C

We who sometimes shudder at the bitter rivalries of Labor and Capital in our own day can scarcely imagine, nevertheless, the horrors of the French Revolution. The Bastille, the guillotine, the emigrant led to his doom — where can we find hyperbole to exaggerate the terrible and dramatic moments suggested by these words?

MORE WORDS FROM POETRY

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. metonymy	me ton y my	In metonymy one word is used for another which it suggests.
2. antithesis	an tith e sis	Antithesis means a contrast of ideas.
3. amphibrachic	am phi brach ic	The word <i>Ohio</i> makes an amphibrachic foot.
4. scansion	scan sion	Scansion means distinguishing the metrical structure.
5. connotative	con no ta tive	Connotative words are suggestive because of association.
6. epigrammatic	ep i gram mat ic	An epigrammatic statement is terse and expressive.
7. simile	sim i le	A simile is an expressed comparison.
8. senses	sens es	Poetry appeals to the senses through the imagination.
9. devices	de vic es	Figures of speech are rhetorical devices.
10. sonnet	son net	A sonnet is constructed according to a definite pattern.
11. exaggeration	ex ag ger a tion	Hyperbole involves intentional exaggeration.
12. allegory	al le go ry	An allegory is a figurative story, an extended metaphor.

Class Work

Oral Setting-up Exercise: rhyme, onomatopœia, metaphor, imagery, imagine, rhythm.

Dictation: Allegories sometimes involve the appeal to the senses and the connotative words which we find in sonnets. Moreover, they employ many rhetorical devices, epigrammatic statements, and allusions to mythology. Exaggeration is very common. I have observed in the scansion of allegorical lines that iambic feet are common, far more common than amphibrachic feet. Moreover, similes, metonymy, and alliteration are often used.

WORDS FROM *JULIUS CAESAR*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. conspiracy	con spir a cy	Brutus's enemies induced him to join the conspiracy.
2. conspirators	con spir a tors	Cassius and Casca were the leading conspirators.
3. ambitious	am bi tious	Brutus thought that Caesar was too ambitious.
4. prophetic	pro phet ic	"Beware the ides of March" was a prophetic warning.
5. triumvirate	tri um vi rate	Antonius, Octavius, and Lepidus formed a triumvirate.
6. commoners	com mon ers	The commoners were ordered home by the tribunes.
7. capitol	cap i tol	Despite Calpurnia's warning, Caesar went to the capitol.
8. hypocrisy	hy poc ri sy	Brutus was absolutely free from hypocrisy.
9. counsel	coun sel	Caesar rejected the counsel of Calpurnia.
10. quarrel	quar rel	Brutus and Cassius quarreled immediately before the battle.
11. apparition	ap pa ri tion	The ghost of Caesar appeared to Brutus.
12. ancestors	an ces tors	Brutus was very proud of his ancestors.

Class Work

Oral Setting-up Exercise: prophecy, prophesy, repetition, occurrence, catastrophe, benefited.

Dictation: By arguing that the attitude of the commoners showed that Caesar was too ambitious, the conspirators finally persuaded Brutus to join the conspiracy. Thus Brutus, for the sake of his ancestors, and influenced by the sly eloquence and hypocrisy of Cassius, became a member of the band which lured Caesar to his death at the capitol. How Caesar ignored the prophetic counsel of the soothsayer and was slain, how Brutus and Antony delivered their addresses to the Roman citizens, how Brutus and Cassius quarreled, how the triumvirate was formed, and how Brutus met the apparition which prophesied his downfall and death at Philippi are facts too well known to need repetition. It was natural and inevitable that the wrongdoing of these men should result in catastrophe.

A DOZEN FROM *MACBETH*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. assassination	as sas si na tion	Did the witches prompt the assassination of Duncan?
2. desperate	des per ate	The murder of Banquo indicates that Macbeth was desperate.
3. soliloquy	so lil o quy	The soliloquy is not often used in modern plays.
4. conscience	con science	Is Lady Macbeth a victim of her outraged conscience?
5. tragedy	trag e dy	The witches, or weird sisters, are important in this tragedy.
6. prophecy (noun)	proph e cy	In the noun <i>prophecy</i> , the sound is <i>c</i> and the spelling is <i>c</i> .
7. prophesy (verb)	proph e sy	The witches prophesy that Macbeth will be Thane of Cawdor.
8. ghost	ghost	Banquo's ghost, a startling apparition, alarms Macbeth.
9. Birnam	Bir nam	Birnam wood is used to camouflage the army.
10. Donalbain	Don al bain	Macduff, Donalbain, Malcolm, and attendants entered.
11. Macduff	Mac duff	We must admire the sturdy and blunt Macduff.
12. Malcolm	Mal colm	Who indicated that Malcolm would be king?

Class Work

Oral Setting-up Exercise: hindrance, psychological, irresistible, exaggeration, catastrophe, courageously.

Dictation: Malcolm, Macduff, Donalbain, Lady Macbeth, Banquo and his ghost, Birnam wood, and Dunsinane are all important characters and places in Shakespeare's tragedy. They are not all influenced by the witches' prophecies; but they are all necessary if we are to prophesy the outcome of the many soliloquies, assassinations, and desperate situations which characterize this great tragedy provided by Shakespeare for his Elizabethan audiences. The play is an interesting study of the tremendous power of conscience.

ACHIEVEMENT TEST NUMBER 14

ON PAGES 56, 57, 58

A

Many do not realize that *Julius Caesar* and *Macbeth* are poetry. So fascinated are we in reading of the hypocrisy of the ambitious conspirators or the desperate struggles of Donalbain, Macduff, and Malcolm to avenge King Duncan that we overlook the poetic devices used in these great tragedies. Scansion will reveal, however, that the lines are metrical; and epigrammatic passages are common. The lines, too, are full of metonymy, antithesis, simile, and allegory — figures which appeal to the senses and add beauty. In watching the quarrels of the commoners, we must not lose sight of the beauty of the poetry.

B

The ghosts and apparitions in Shakespeare's plays are interesting. And how prophetic are the prophecies which they prophesy! Foretelling the assassination of Caesar at the capitol, forecasting the coming of Birnam Wood to Dunsinane, they keep the audience constantly warned of impending tragedy.

C

The Shakespearean soliloquy and the sonnet are somewhat alike. Of course, they differ in length and form, for the sonnet is a short stanza with definite rhyme and organization. But both are compact; both often give counsel, or reveal the working of the conscience of a writer or speaker. A member of a triumvirate, for example, who is about to join a conspiracy soliloquizes; he reveals his innermost thoughts and feelings in poetic form. In just the same way, the writer of a sonnet meditates and pours forth the ideas and emotions which kindle his imagination.

MORE WORDS FROM *MACBETH*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. sergeant	ser geant	The sergeant's story reveals the bravery of Macbeth.
2. Shakespearean	Shake spear e an	A typical Shakespearean tragedy ends in a catastrophe.
3. malicious	ma li cious	The prophecies of the repulsive witches were malicious.
4. Banquo's	Ban quo's	Should Banquo's ghost really appear on the stage?
5. superstitious	su per sti tious	Shakespeare knew the superstitious character of his audience.
6. weird	weird	The weird sisters always foreshadow tragedy.
7. treachery	treach er y	The treachery of Macbeth foreshadows his downfall.
8. repentance	re pent ance	Repentance for Macbeth was useless.
9. fulfillment	ful fill ment	The fulfillment of the witches' prophecies is expected.
10. significant	sig ni fi cant	The three witches were very significant apparitions.
11. confidence	con fi dence	Macbeth's confidence was shaken by his wife's death.
12. successor	suc ces sor	Malcolm, we hope, proved a worthy successor to his father.

Class Work .

Oral Setting-up Exercise: nevertheless, acquaintance, attempt, assassinate, lightning, disastrous.

Dictation: A Shakespearean tragedy is often the story of malicious acts, treachery, and sometimes repentance. However, there is always the fulfillment of moral law; right is the natural successor of wrong. It is significant that faith and confidence in justice are maintained. Minor characters like the sergeant are introduced, and those who are superstitious are thrilled by weird apparitions, such as Banquo's ghost.

A DOZEN FROM *HAMLET*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Claudius	Clau di us	Claudius seems to have known few happy moments.
2. Polonius	Po lo ni us	Limit your essay on Polonius to one hundred words.
3. Horatio	Ho ra ti o	It seems to me that I should enjoy Horatio as a friend.
4. Laertes	La er tes	What more could be expected from Laertes, Polonius's son?
5. Ophelia	O phe li a	Poor Ophelia! Is she not a victim of circumstances?
6. decision	de ci sion	Do you think that Hamlet was unable to reach a decision?
7. mysterious	mys te ri ous	Ghosts are useful in developing a mysterious atmosphere.
8. heir	heir	Hamlet was heir to the Danish throne.
9. philosophize	phi los o phize	A tendency to philosophize often leads one to inaction.
10. opportunities	op por tu ni ties	Why did Hamlet not seize his opportunities?
11. brooding	brood ing	Was Hamlet brooding over his troubles, or really insane?
12. introspection	in tro spec tion	Introspection, loosely defined, means examining one's mind.

Class Work

Oral Setting-up Exercise: similar, hindrance, judgment, awful, innocent, irresistible.

Dictation: Many feel that young Hamlet, heir to the Danish throne, was lacking in will power; that is, he was incapable of decisive action. There is no doubt that he was given to brooding and introspection. Perhaps he did not take advantage of all his opportunities to avenge his father and murder Claudius. Perhaps he did philosophize too much. But as you study his relationships with Ophelia, Horatio, Polonius, and Laertes, I think you may conclude that he was just a sensitive young man "out of joint" with his environment who really did do his duty as soon as he was convinced that the proper moment had arrived.

A DOZEN FROM *THE MERCHANT OF VENICE*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Bassanio	Bas sa ni o	Bassanio was fortunate in such a friend as Antonio.
2. Jessica	Jes si ca	Do you approve of Jessica's attitude toward her father?
3. Launcelot	Laun ce lot	Short, bow-legged, full of antics — such was Launcelot.
4. Gratiano	Gra ti a no	Gratiano's motto should have been "Words! Words! Words!"
5. Arragon	Ar ra gon	The Prince of Arragon is a minor character.
6. Morocco	Mo roc co	Is the Prince of Morocco a humorous character?
7. Salanio	Sa la ni o	Why is Salanio so often confused with Salarino?
8. Salarino	Sa la ri no	Salanio and Salarino are used to convey information.
9. tragi-comedy	trag i-com e dy	A tragi-comedy is a mixture of the comic and the serious.
10. revengeful	re venge ful	Are you ready to excuse Shylock for being revengeful?
11. avarice	av a rice	Greed is a familiar synonym for avarice.
12. Gobbo	Gob bo	What action is necessary to explain the speeches of Old Gobbo?

Class Work

Oral Setting-up Exercise: enemy, despair, destruction, mischievous, audience, existence.

Dictation: *The Merchant of Venice* is classed as a tragi-comedy. There are serious situations, and our deeper emotions are stirred by Shylock's avarice and by his revengeful spirit. However, the humorous element predominates in this play. The descriptions of the Princes of Arragon and Morocco, the wit of Salanio and Salarino, the jesting of Gratiano, the antics of Launcelot — all these make us laugh. Then, too, the play has a happy ending: Shylock is defeated; Antonio's ships return safely; and, what is more important, Jessica and Lorenzo and Bassanio and Portia marry and "live happily ever after."

ACHIEVEMENT TEST NUMBER 15

ON PAGES 60, 61, 62

A

Banquo's frank honesty as he hears the mysterious prophecies of the weird sisters is in sharp contrast to the introspection and brooding of Macbeth. The fact that the witches' promises can be made certain of fulfillment by treachery and that he can be the successor of Duncan is uppermost in the mind of Macbeth. Banquo, however, perceives that such malicious creatures often win men's confidence by trifling bits of honesty and then betray their victims in greater matters. The attitudes of the two men are significant: the honest man distrusts evil; the man with evil in his heart welcomes what seem to him opportunities to fulfill his desires. Both men are physically brave, as the sergeant reports, but here the similarity ceases.

B

The superstitious beliefs of the Shakespearean audience permitted the use of supernatural beings, because the spectators accepted ghosts and witches as actually existing in the world about them. We must, therefore, put ourselves for the time in the attitude of Shakespeare's audience if we are to get the effect of the play as they did. Even if we cannot do this, we can, nevertheless, enjoy the great characters. Treacherous Claudius, gabbling old Polonius, honest and matter-of-fact Horatio, hot-headed Laertes do not owe their existence to anything supernatural. Shylock is revengeful; the heir to the throne of Denmark philosophizes and misses his opportunities; and the gentle Ophelia brings to our eyes tears of pity for her sad lot.

C

Despite the joyous ending of *The Merchant of Venice*, we are conscious of dark shadows in the play when we see the avarice of Shylock and his revengeful attitude toward his Christian enemies. Our pity for him is tempered by a suspicion that his ducats are Jessica's close rivals for her father's affections, so that we are not disturbed by Portia's decision, although we are far from certain of Shylock's repentance. That the play is a tragi-comedy and not a tragedy, however, is apparent as we watch the love affair of Bassanio and rejoice in his success after the failures of the princes of Arragon and Morocco. The shadowy Salanio and Salarino make little impression upon us, perhaps; but we are conscious of distinct comedy as Launcelot performs his antics on Old Gobbo, his father, or as Gratiano speaks "an infinite deal of nothing."

A DOZEN FROM FRANKLIN

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. autobiography	au to bi og ra phy	An autobiography is written by the subject himself.
2. anecdote	an ec dote	Franklin was fond of relating anecdotes.
3. Courant	Cou rant	The <i>New England Courant</i> was the third paper in America.
4. Bradford	Brad ford	Andrew Bradford, the printer, was a friend of Franklin.
5. Keimer	Kei mer	Do you remember how Keimer ate the whole pig?
6. Keith	Keith	Sir William Keith was an early governor of Pennsylvania.
7. Deborah Read	Deb or ah Read	We wonder what Deborah Read thought of Franklin.
8. Junto	Jun to	Franklin's Junto became well known.
9. almanac	al ma nac	In <i>Poor Richard's Almanac</i> are found some famous proverbs.
10. scrivener	scribe ner	A scrivener is a public writer or secretary.
11. ironmonger	i ron mon ger	A London ironmonger made money from Franklin fireplaces.
12. proprietary	pro pri e ta ry	A proprietary was a proprietor of land in America.

Class Work

Oral Setting-up Exercise: Philadelphia, Massachusetts, knowledge, conceit, judgment, forcible.

Dictation: One of the first anecdotes which we read in the *Autobiography* is Franklin's story of his early contributions to the *New England Courant*. As we continue reading, we follow him to Philadelphia, where he first sees his future wife, Deborah Read, as he is walking down the street with his dinner under his arm. Andrew Bradford befriends him, and Keimer employs him. Then comes his experience with Governor William Keith, who was better at making promises than in fulfilling them. Doubtless the scribes of the day were called upon to write many letters telling of his Junto Club, his almanac, and his arguments with the proprietaries of the colony. Doubtless, too, the ironmonger who got a patent on Franklin's fireplace was not the only man who profited by Franklin's ideas.

A DOZEN FROM *THE HOUSE OF THE SEVEN GABLES*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Pyncheon	Pyn cheon	A weird curse overhung the Pyncheon family.
2. Hepzibah	Hep zi bah	For all her cross expression, old Hepzibah was kind.
3. Matthew	Mat thew	Matthew Maule, the wizard, was only a poor old man.
4. wizard	wiz ard	A wizard was supposed to possess supernatural powers.
5. daguerreotype	da guerre o type	The daguerreotype was named after its inventor, Daguerre.
6. Phœbe	Phœbe	Perhaps we are glad that Phœbe had few Pyncheon traits.
7. Holgrave	Hol grave	Holgrave, the mysterious, is after all a gentleman.
8. Jaffrey	Jaf frey	Hypocritical old Judge Jaffrey Pyncheon deserves his fate.
9. Uncle Venner	Un cle Ven ner	In Uncle Venner we find a quaint character.
10. Puritan	Pu ri tan	The Puritan found little place in his religion for love.
11. Clifford	Clif ford	Poor, broken Clifford! How we pity the Judge's victim!
12. Gervayse	Ger vayse	The gentleman of the family was Gervayse Pyncheon.

Class Work

Oral Setting-up Exercise: weird, witchcraft, superstitious, treachery, significant, repentance.

Dictation: Like old portraits stepping from their frames, the characters of *The House of the Seven Gables* come to life. Here is Colonel Pyncheon, who fastens upon his line the curse of Matthew Maule, symbolized by that curious sudden death which claimed Jaffrey Pyncheon as its last victim. Were any one of Holgrave's daguerreotypes to emerge from its case, it could not be more unreal than scowling old Hepzibah. An atmosphere of unreality overhangs the whole story. From the Puritan colonel and Gervayse Pyncheon down to the poor, childish Clifford we seem to be among people almost unbelievable, so that we are glad for the quaintness of Uncle Venner and the cheer of Phœbe, the last of the ill-fated line.

A DOZEN FROM *TREASURE ISLAND*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Trelawney	Tre law ney	A typical country gentleman was Squire Trelawney.
2. Livesey	Live sey	Dr. Livesey, we find, was justified in his faith in Jim.
3. Benbow	Ben bow	What happenings the Admiral Benbow Inn could relate!
4. buccaneer	buc ca neer	Buccaneers were, after all, only pirates.
5. Hawkins	Haw kins	Probably few boys do not envy Jim Hawkins.
6. Hispaniola	His pan i o la	On board the <i>Hispaniola</i> ! What an adventure!
7. Smollett	Smol lett	Despite the Squire's distrust, Smollett was honest.
8. Barbecue	Bar be cue	Long John Silver was appropriately nicknamed Barbecue.
9. Israel Hands	Is ra el Hands	Israel Hands's first name is hard to spell.
10. Skeleton Island	Skel e ton Is land	We find that Skeleton Island was rightly named.
11. Ben Gunn	Ben Gunn	Poor old Ben Gunn! He never became quite normal again.
12. maroon	ma roon	Few of us would like to have our comrades maroon us.

Class Work

Oral Setting-up Exercise: accidentally, desperate, discipline, perform, maneuver, ingenuity.

Dictation: From the moment when the old buccaneer enters the Admiral Benbow Inn until the *Hispaniola* sails away from Skeleton Island, leaving behind the marooned men, *Treasure Island* is a thrilling yarn. Few boys, indeed, can read it without longing to be Jim Hawkins and to join with Squire Trelawney and Dr. Livesey in the search for treasure. If we cannot enjoy such adventures in person, we can in imagination sail under Captain Smollett, chum with Barbecue, the cook, find old Ben Gunn on his island, and vanquish Israel Hands in a thrilling struggle. Such are the experiences that come to us from books.

ACHIEVEMENT TEST NUMBER 16

ON PAGES 64, 65, 66

A

If Franklin had written his *Autobiography* a hundred years later, we wonder what sort of books he would have told us about. Perhaps his early papers in the *Courant* would have contained some reference to the Pyncheons — Jaffrey, Gervayse, Clifford, and Hepzibah. Perhaps Uncle Venner's philosophy would have appeared in *Poor Richard's Almanac*. We doubt, however, if Franklin would have sympathized with Puritan intolerance. More likely the Junto Club would have discussed Matthew Maule and his supposedly supernatural power, or the new invention of the daguerreotype.

B

It is interesting to think of Franklin reading books that have appeared since his time. Probably he would have approved the union of Holgrave and Phœbe, by which the ancient curse was lifted. And would not the boy Franklin have had a lively interest in the search for treasure? Adventurous himself, Franklin must be imagined as having sympathy for Jim Hawkins and his adventures with Squire Trelawney and Dr. Livesey on board the *Hispaniola* under the command of Captain Smollett. We suspect that he would have chuckled at the rascality of Long John, or Barbecue, and that he would have devised some clever scheme for discovering buried treasure.

C

Perhaps, indeed, if Franklin had been able to refer to anecdotes of the Admiral Benbow Inn, of buccaneers, of the rascally Israel Hands, of Ben Gunn, the maroon on Skeleton Island, we should have a delightful seasoning for his narrative of Bradford, Keimer, and Keith. We can wonder if, had Franklin lived at a later date, his wooing of Deborah Read would have been more romantic. Perhaps the scribes would have had a different tale to relate in the correspondence dictated to them. But why speculate? We must return to facts: that an ironmonger of London made money from Franklin's fireplace, and that the proprietaries found him a difficult man to hoodwink.

FROM IDYLLS OF THE KING

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Guinevere	Guin e vere	Guinevere was the daughter of Leodogran.
2. Uther	U ther	Uther was the legendary predecessor of King Arthur.
3. Excalibur	Ex cal i bur	Twice the beauty of the sword Excalibur tempted Bedivere.
4. Lancelot	Lan ce lot	Greatest of the knights of Arthur was Lancelot.
5. Gareth	Ga reth	From knave to knight, such was Gareth's swift advancement.
6. Lynette	Ly nette	Do you wonder that Lynette so soon loved Gareth?
7. Bellicent	Bel li cent	Bellicent was Queen of Orkney and the wife of King Lot.
8. Camelot	Cam e lot	Dimly through the mist gleamed the towers of Camelot.
9. Elaine	E laine	"So be it," cried Elaine and moved away.
10. Astolat	As to lat	Before him was Astolat, the home of the lily maid.
11. Galahad	Gal a had	Purest of all the knights was Sir Galahad.
12. Bedivere	Bed i vere	Sir Bedivere watched the ship carry King Arthur away.

Class Work

Oral Setting-up Exercise: opportunity, similar, embarrassed, courageous, lovable, loveliness.

Dictation: Legends tell us of the Christian knights of England from the days before Uther until King Arthur, wounded in the "last dim battle in the West," entrusted his sword Excalibur to Sir Bedivere, who flung it back into the mere, and bore the old king onto the waiting barge. Through the legends run the stories of Gareth and Lynette, of Lancelot and Guinevere, and of Lancelot and Elaine, the lily maid of Astolat. The daring of young Gareth awakens our admiration; yet brightest among all the knights who assembled at Camelot gleams the figure of Galahad, the Knight of the Holy Grail.

A DOZEN FROM *IVANHOE*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Anglo-Saxon	An glo-Sax on	The Anglo-Saxons of Britain represented the Normans' rule.
2. Gurth	Gurth	Gurth, the humble swineherd, was a faithful serf.
3. Wamba	Wam ba	Despite his cap and bells, Wamba was more than a fool.
4. Front-de-Bœuf	Front-de-Bœuf	The name Front-de-Bœuf may suggest the man's appearance.
5. Prior Aymer	Pri or Ay mer	Consider Prior Aymer an example of the worldly monk.
6. Philip Malvoisin	Phil ip Mal voi sin	Little can we admire Philip Malvoisin!
7. Rowena	Row e na	It is not surprising that Rowena fascinated her suitors.
8. Rotherwood	Ro ther wood	Castle though it was, Rotherwood lacked modern comforts.
9. Brian de Bois- Guilbert	Bri an de Bois- Guil bert	Brian de Bois-Guilbert, the Templar, was a bad enemy.
10. Knight Templar	Knight Tem plar	Study the history of the Knight Templar order.
11. Isaac	I saac	The Jew Isaac little resembles Shakespeare's Shylock.
12. Rebecca	Re bec ca	Does Scott seem to do justice to the beautiful Rebecca?

Class Work

Oral Setting-up Exercise: privilege, seize, accommodate, fierce, endurance, siege.

Dictation: Although the Anglo-Saxons whom we meet in *Ivanhoe* are a subject people, they proved stronger than their conquerors. Gurth and Wamba, slaves though they were, came of hardier stock than the grim Front-de-Bœuf, the haughty Philip Malvoisin, or even the Knight Templar Brian de Bois-Guilbert. Monks like Prior Aymer have disappeared; Rotherwood and similar castles have fallen into ruins; but the blood of Rowena still runs in English veins. It is not surprising, moreover, that the people whom Isaac and Rebecca represent have found toleration and equality among the Anglo-Saxon race.

A DOZEN MORE FROM *IVANHOE*

OBSERVE	PRONOUNCE	COPY AND HAND IN
1. Athelstane	Ath el stane	Athelstane was slow of thought and hasty of temper.
2. Locksley	Locks ley	Some modern archers would like to have Locksley as a coach.
3. Allan-a-Dale	Al lan-a-Dale	Have you discovered what part Allan-a-Dale plays?
4. Torquilstone	Tor quil stone	Would the siege of Torquilstone make a good motion picture?
5. De Bracy	De Bra cy	Do you feel that De Bracy should be wholly condemned?
6. Ulrica	Ul ri ca	Ulrica, also called Urfried, accomplished her revenge.
7. Cœur-de-Lion	Cœur-de-Li on	Richard Cœur-de-Lion is a great historical figure.
8. Waldemar Fitzurse	Wal de mar Fitz urse	One of the minor characters is Waldemar Fitzurse.
9. Cedric	Ced ric	The nobility of Cedric the Saxon arouses our admiration.
10. disinherited	dis in her it ed	The Disinherited Knight chose Rowena as queen.
11. largesse	lar gesse	"Largesse! Largesse!" was the cry of the heralds.
12. chivalry	chiv al ry	Although the days of chivalry have passed, chivalry lives.

Class Work

Oral Setting-up Exercise: repentance, significant, confidence, physically, all right, interested.

Dictation: Among all the tales of chivalry, none, perhaps, has proved more lastingly popular than this story of the times of Richard Cœur-de-Lion. The valor of Cedric and his disinherited son, Ivanhoe, and even of the slow and ponderous Athelstane rouses our admiration for the Anglo-Saxons. Locksley and Allan-a-Dale contribute their picturesque bits. The siege of Torquilstone with the escape of De Bracy and the vengeance of Ulrica makes a brilliant picture on the mind. Even Waldemar Fitzurse contributes a share of the interest of the romance. Time has rightfully bestowed upon Scott the largesse of immortality for his work.

ACHIEVEMENT TEST NUMBER 17

ON PAGES 68, 69, 70

A

From the days of Arthur and Guinevere to the times of Anglo-Saxon and Norman rivalry is a long jump, but we can find that both periods had one thing in common — chivalry. Lancelot and young Ivanhoe, the Disinherited Knight, have much in common. The wonderful Excalibur did deeds no greater than many a blade of later date. The sad Elaine and the equally sad Rebecca both mourned lost lovers. In Lynette we find the same pride that we admire in Rowena. Even in Bedivere we find the lack of decision that is characteristic of Athelstane.

B

Perhaps the castles of Torquilstone and Rotherwood are less glittering than Camelot and Astolat; Scott is more faithful to reality than is Tennyson. Richard Cœur-de-Lion is more human than Galahad, but scarcely less noble. Gurth and Wamba remain humble to the end of the story; they do not, like Gareth, rise from temporary humility to knighthood. Front-de-Bœuf and Philip Malvoisin are villains more convincing than Modred. However, the more real story loses none of the charm of romance.

C

Men have loved adventure from the dim reign of Uther, and young men had sought it long before the time when Bellicent attempted vainly to shelter the boyish Gareth. Lacking the opportunity for tournaments, we turn to the pages of Scott and share for a time the adventures of the Knight Templar Brian de Bois-Guilbert, and of De Bracy, or of Locksley and Allan-a-Dale. Cedric shelters us in his castle; Prior Aymer gives us a little religion and much good-living; Waldemar Fitzurse is present with advice. We pity Isaac, the Jew, shudder at Ulrica's revenge, and respond generously to the herald's cry of "Largesse! Largesse!"

ACHIEVEMENT TEST NUMBER 18

A HUMBLD HUNDRED

Take the following sentences from dictation. You will be graded particularly on the one hundred italicized words.

1. Such a *courageous* and *brilliant achievement* by any *athlete* makes him *indispensable* and brings about an *irresistible* cry for his being kept *eligible*.
2. *Beginning* a *business* with so small a *balance* on hand may *occasionally* be *all right*; nevertheless, *experience* shows that such a *procedure* is poor *judgment* and that the *endurance* of the undertaking is likely to be *affected*.
3. It is *apparent* that *knowledge* gained from *acquaintance* with *textbooks* alone is not the *equivalent* of practical *experience* paralleled by study of theory, and any one who *attempts* to *proceed* on the *belief* that it is probably will be *disappointed* and *embarrassed*.
4. Although it had become *noticeable* that the *government* was set upon *pursuing* a *peaceable* course, the *occurrence* of an *outrageous* act *committed* by one of the *foreign* nations *exhausted* men's *patience* and *dissipated* the last *prejudice* against war.
5. It is not *surprising* that a *professor* should object to poor *grammar* and *fundamental* ignorance of the relation between a pronoun and its *antecedent*.
6. The *committee* *appointed* by the state of *Connecticut* seemed *totally* without *perseverance* and *unusually* willing to take any information, even though it might be *erroneous*.
7. Tom *Jones's* *leisure* was spent in reading *Dickens's* novels and other works by noted authors, although he was only a *mischievous* *schoolboy* in the *sophomore* class.
8. The *disappearance* of the photograph which my *roommate* and I had had taken *together* *immediately* led us to suspect that some *sharp-eyed* friend had *seized* it for use in the school paper.
9. Since it was *necessary* for us to *accommodate* the man who was *accompanying* us, we *conceived* the idea of *preceding* him into the town and *choosing* the articles which he had *omitted* to buy.
10. While these *diseases* are *prevalent*, we are *dependent* for our *existence* upon the department of health.
11. The *principal* effect of the *lightning* was to tear *loose* the roof of the house and to refresh the old *ladies'* memories so that each of them at once *described* similar events which were called to *remembrance*.
12. *Amateur* writers should *excel* in the correct use of the *possessive* case and in the punctuation after an *interrogative* sentence, even though *forty per cent* of them may *misspell* such words as *benefited*, *forcibly*, *dissolve*, and *villain*.

TO THE PUPIL: PURPOSE AND METHOD IN PUNCTUATING

"Punctuation is the use of a series of marks to separate composition so that the meaning will be clear." So the dictionary defines punctuation. No doubt, however, many young writers conceive it as a device formulated by teachers to provide unnecessary mental anguish for students.

Perhaps the best way to appreciate the value of punctuation is to read a passage in which it is omitted. Let us take, for instance, Shakespeare's well-known lines:

"The quality of mercy is not strain'd
It droppeth as the gentle rain from heaven
Upon the place beneath it is twice blest
It blesseth him that gives and him that takes"

Now let us try the lines with punctuation:

"The quality of mercy is not strain'd.
It droppeth as the gentle rain from heaven
Upon the place beneath. It is twice blest:
It blesseth him that gives and him that takes."

Is it not more difficult to read the passage without punctuation than with it? But we may utterly destroy the real meaning of the lines by the simple device of putting punctuation where it does not belong. For example, let us take the last three lines:

"It droppeth as the gentle rain from heaven.
Upon the place beneath, it is twice blest.
It blesseth him that gives and him that takes."

Now, perhaps, you can understand the tradition that once a Balkan war was almost caused by the misplacing of a comma. Yet there is a still more classical illustration in the old nursery stanza:

"Every lady in the land
Hath twenty nails upon each hand
Five and twenty on hands and feet
And this is true without conceit."

Here, surely, we have conclusive evidence of the worth of punctuation. Punctuation, then, is not a series of rules to make writing more difficult. On the contrary, its purpose is to help us see at a glance just what writers mean. It corresponds somewhat to the helpful gestures, facial expression, and vocal emphasis used by speakers.

The rules which we try to follow are not the work of any one person. They are, rather, the principles of grouping and separating ideas which have evolved from the experiences of many writers. Indeed, they are rules only so far as they express the valued ideas of many authors. Thus educated people are, of course, glad to govern themselves by them.

Despite these facts, however, punctuation rules are neither vague nor indefinite. Although people differ somewhat about methods of stating and applying them, our best composers and printers follow rules that are quite exact and uniform.

If we are to punctuate intelligently, one of the first ideas we must grasp is that punctuation rules are based upon grammar. This fact suggests two other ideas: (1) We must understand grammar before we attempt to punctuate. (2) We must be sure that sentences are grammatically sound before we attempt to punctuate them. If a sentence is poorly composed, no filling in of commas will help it very much.

Memorizing rules, moreover, is not a substitute for clear thinking. We must develop our power to compose sentences, learn our rules, and master them by hard practice; but the most important factor in punctuating, nevertheless, is *thinking*.

Then, too, we must rid ourselves of the idea that marks are placed where the pauses of oral reading come. Sometimes they do correspond, but not always. For example, in the sentence, "The statement that he has gone [pause] is erroneous." We should probably pause after *gone*; yet no punctuation is used there.

Finally, we must not develop a disease which may be called "Punctuationitis." This disease, which affects a great many people, leads them to compose lines which fairly bristle with commas and exclamation points. Such writing is almost as difficult to read as that which is without punctuation.

Of course, these comments are only hints. When all is said and done, the only way to learn to punctuate is *to punctuate*. Begin slowly; learn and apply the rules only as you master the grammatical constructions which involve them. Eventually you will reach that goal of all good writers — the ability to apply your punctuation as rapidly as you can write.

A DIAGNOSTIC TEST IN PUNCTUATION

HOW INTELLIGENTLY DO YOU PUNCTUATE?

Take the following sentences from dictation and see if you can supply the marks of punctuation which most people would consider necessary to make the meaning of each sentence clear at the first reading.

1. There are four important elements to be considered in studying a novel plot characters setting and style
2. Will you send us a report when you have completed your examination
3. Dr Alden my mothers brother expects to visit Charleston Ill before he returns to Worcester Mass
4. What he said was that he would come early
5. Yes I found the task very easy did you not find it so
6. At that moment James Carlton we boys always called him Jimmy came into the room but in the general confusion he was not seen for the air was filled with flying articles of clothing such as hats caps and sweaters
7. He asked me what caused the fire and I replied that I did not know
8. My master cannot see you he will not return until Friday July fifth
9. Being required to report for work next Tuesday I cannot go to Blairstown where the conference is to be held therefore I shall not be able to meet you there
10. The weapon being broken he threw it from him it clattered noisily on the floor
11. Sir you are entirely mistaken he replied as I said before I have never seen Dr Wilkins in my life
12. Franklin Washington Jefferson these are three of the men whom all would consider among the founders of the country that we now enjoy

PERIOD, QUESTION MARK, EXCLAMATION POINT

BEGINNING AT THE END

Rule 1. Use the period after a complete declarative or imperative sentence.

Examples: A feeling of horror came over me.
Please close the window.

Rule 2. Use a period after an abbreviation.

Rule 3. Use the question mark after a direct question, *not* after an indirect question.

Examples: Is this the book to which you referred?
He asked what caused the noise.

Rule 4. Use the exclamation point after an exclamatory sentence.

Example: How it rains!

Copy, Punctuate, and Hand in

1. If our laws are not what they should be, it is time they were amended
2. Go to Framingham and take the first train for Springfield
3. Do you not think, however, that you ought to investigate for yourself
4. The committee asked me, of course, what caused this unusual deficit
5. What an astonishing amount of vitality he has
6. Take this copy to the Davis Press and ask them to return a proof
7. How satisfying it must be to serve mankind so generously
8. Do you think, however, that Mr Johnson reasoned or that he just blundered on the truth
9. The great difference seems to be that Dr Garland has power
10. What a ridiculous situation he is in
11. When I returned home, he asked, as usual, what caused the failure
12. What a terrible accident Do you know what caused it

Class Work

Setting-up Exercise: Define declarative, imperative, interrogative, and exclamatory sentences. (See page 114.) Punctuate the stanza beginning "Every lady in the land" (page 73).

Dictation: Though only an hour from the confusion of New York City, the cabins are completely protected from intrusion Have you ever seen them How attractive and comfortable they are How considerate the designer was of our camping needs Do you feel weary and down-hearted Just get out your hand-bag, put in a toothbrush, and start for Camp Wayside Here you will find rest for the body and the mind Do you think that I exaggerate Try my plan and see for yourself

NOUNS IN DIRECT ADDRESS AND APPPOSITION

CALLERS AND EXPLAINERS

Rule 5. A noun of direct address is set off by commas.

Rule 6. A noun in apposition plus its modifiers is set off by commas.

Exceptions: Restrictive nouns (as in *Uncle Joe*, *Governor Brown*) and the -self pronouns (*I myself*, *John himself*) are not set off.

Example: *My dear sir* (5), *I myself* am a soldier, *a captain in the infantry* (6).

Copy, Punctuate, and Hand in

1. Seven years my Lord have now passed since I waited in your outer rooms or was repulsed from your door
2. Just then John the youngest of the group came running back
3. In the meantime Don Quixote hired a laborer an honest but very shallow-brained fellow
4. I tell you sir and you also your honor that I am innocent
5. Look yonder friend where you yourself may discover somewhat more than thirty monstrous giants
6. John Raymond was a vigorous fellow with a straightforward appearance a young man who won your confidence immediately
7. The day broke the day that was to decide the fate of India
8. Now gentlemen look at this modern painting of the impressionist school this mass of glaring daubs of color
9. Swift the most cutting satirist of English literature gave us the well-known story *Gulliver's Travels*
10. Ben please hand me my dictionary that book at your elbow
11. Before us lay the crater a great bowl of liquid fire
12. Ladies and gentlemen the subject of our study to-day is Samuel Johnson an outstanding figure in the English world of letters

Class Work

Setting-up Exercise: Punctuate: The alarm sounded three times within five minutes a large crowd assembled from the villages near by the scene of the wreck was a sharp curve

Dictation: Let me seize this opportunity gentlemen to tell you that I congratulate Jim on his achievement his very great victory in winning this prize. I believe that this is the first time so young a boy one from the second-year class has used his leisure to so great advantage. You have marked yourself Jim as an able boy one from whom we shall expect greater things.

WORDS IN A SERIES

SEPARATED, NOT SET OFF

Rule 7. Words or groups of words used without conjunctions in a series are separated by commas.

Note: If a conjunction is used before the last item, the best usage requires a comma before this conjunction.

Example: Your monument may be a churchyard mound, a pyramid, a Gettysburg address, or an immortal poem.

Copy, Punctuate, and Hand in

1. A précis is a clear orderly concise summary
2. The decision of the present moment may mean success failure or colorless mediocrity for your entire life
3. Suddenly Clarky dropped the flag seized the cow by the tail and gave a mighty heave
4. Crime-filled newspapers love-sick magazines and dirt-laden novels are not developers of intellect
5. He stood first on one foot and then on the other cleared his throat looked at the question on the board and then suddenly sank into his seat
6. Trees trees trees were all we could see from the top of the hill
7. In those dusty gray unpromising heaps of refuse lies a fortune
8. Twenty thirty forty minutes passed while he sat nibbling his pencil squirming in his chair and turning occasionally to look at the clock
9. A tired listless drooping figure dragged slowly up the road
10. The mark of tires skidding on the muddy road a battered car piled against a pole and the clang of a departing ambulance told the story
11. A streak of red rising into the sky a flash of light and then a shower of fire brought squeals of delight from the boy
12. A college does not promise to make a Red Grange of a fishworm a Roosevelt of a jellyfish or a Webster of a clam

Class Work

Oral Setting-up Exercise: "Tropical fruit trees and plants shall be admitted free from duty." Two commas so changed the meaning of this sentence that Uncle Sam lost thousands of dollars in duties on tropical fruits. Can you explain how the commas changed the meaning?

Dictation: Bill this little mark a sort of tiny comet is a comma. It is used to set off nouns in apposition nouns of direct address and the words *yes* and *no*. How is it used in a series Bill? Try writing a series a group of words all used in the same grammatical construction. Some difficult words to spell are *conceive* *grieve* *pursuing* and *finally*. Be careful Bill not to punctuate the preceding sentence except to separate the words in series.

PARENTHETICAL EXPRESSIONS

ALWAYS INTERRUPTING!

Rule 8. Parenthetical words, phrases, or clauses are set off by commas.

Example: There are, moreover, numerous reasons which, I think, have not yet been considered.

Copy, Punctuate, and Hand in

1. There never perhaps existed a people so thoroughly fitted by nature and by habit for a foreign yoke
2. There are moreover three further reasons why such rules are necessary for many if not all students
3. Most of these possessions he derived according to his own account from his grandfather a little tailor of venerable age
4. It is in such places as these we believe that men can find absolute peace and quiet
5. We contend further that compulsory liability insurance will not protect all the people
6. The building has moreover a very distinguishing feature a veritable forest of chimneys protruding above the roof
7. It becomes evident therefore that interscholastic athletics popular though they are are not ideal
8. We have therefore ladies and gentlemen established our point
9. There are we repeat only two possible issues in this debate
10. The ability to recite a punctuation rule is we find no proof that a correct habit has been established
11. Then ladies and gentlemen we claim secondly that the proposal popular though it is is unjust
12. Third it is evident that such power is in the vast majority of cases very much abused

Class Work

Oral Setting-up Exercise: Define noun in apposition, noun of direct address. Give a sentence illustrating the punctuation of each. Use a series of three or more nouns as direct objects. (See pages 116, 145.)

Dictation: My grandfather's life while not especially eventful was nevertheless one of which any man could be proud. His earlier years were spent in Hartford the well-known Connecticut city. Here he had as he tells us many amusing and surprising experiences a little schooling and his first business opportunity. During these early years moreover he first conceived the notion of establishing the business which has since been so successful.

ACHIEVEMENT TEST NUMBER 1

RULES 1-8

Copy these paragraphs and supply necessary punctuation:

A

Mr Fosdick I will accept your offer the chairmanship of the committee on the condition that I have full power to regulate my own program the work I repeat is very difficult it will require courage patience and self-sacrifice I cannot undertake it therefore unless I feel free to proceed fearlessly you realize of course Mr Fosdick that reorganization the most difficult and trying of tasks requires analysis of the past planning for the present and dreaming of the future I mention these facts as I said before only because I want you to realize how difficult and important I consider this work

B

Let me tell you Bill that the most interesting address which I have ever heard one that I shall remember as long as I live was on *Life As a Game of Baseball* it was delivered by Mr J L Gayford president of the Speakers' League of Chicago he spoke of the alertness speed and stamina required in baseball he showed of course that we need these same qualities in our daily living it was an address which in my opinion was timely vital and inspiring don't you think Bill that it is thrilling to be able to deliver speeches like that how exciting it must be to impress a great body of people with a truth which will inspire them for the rest of their lives

C

Yesterday I was considering this matter of owning a car a favorite occupation with me since I sold mine I thought of the pleasure the relaxation and the conveniences of travel brought to me by my automobile I reflected moreover on the ease with which it enabled me to take my wife and children and visit our friends how swiftly and easily it glided along in comparison with a rattling trolley car had I not been foolish to sell the old Buick then as they have often done before other reflections came at least there was no garage rent now how delightful it was never again to be forced to fix that rear tire then too gone were the days of paying for gas oil tires taxes insurance and a thousand and one other necessities I guess I'm just as well off as I am still that was a mighty attractive model I saw in the window yesterday I think I'll go down and have a look at it

DATES AND ADDRESSES

WHEN AND WHERE THEY LIVE

Rule 9. In dates and addresses set off by commas all items except the first.

Note: Street and number, and month and day are counted as single items.

Example: James Black was born at 10 Holly St., Chicago, Illinois, on January 1, 1915.

Caution: Do not omit the comma after the last item, such as *Illinois*, when it is not at the end of a sentence.

Copy, Punctuate, and Hand in

1. At 25 High St Meriden Conn this young man uttered his first cry
2. James resided at 24 Clark St Fall River Mass until July 21 1900
3. During the period between March 24 1895 and December 20 1900 he had no regular occupation
4. The treasure hunt began at 512 Park Avenue New York and ended at 18 Brown St Syracuse
5. This mighty structure was completed on July 27 1895 and was destroyed on July 10 1921
6. July 4 1776 and Philadelphia Pennsylvania are forever associated
7. Oliver Goldsmith a famous English author was born at Pallasmore Ireland November 10 1728
8. The tumbledown shack he once called home stood at 19 Water St Chicago Ill until it was torn down during March 1900
9. Charles George Gordon "Chinese Gordon" was killed in Khartum Africa on January 26 1885
10. You can address me at Camp Comfort Fairview Pike County Pa
11. Farrar was educated at King William's College Isle of Man at King's College London and at Cambridge
12. I spent my vacation at Pine Ridge Wolf Lake New York

Class Work

Setting-up Exercise: Write an imperative sentence introduced by a noun of direct address and containing a noun in apposition. Write declarative sentences containing words and phrases used parenthetically. (See pages 114, 116.)

Dictation: On our way we passed along the shore through Bridgeport Conn New London Conn and Providence R I. It was on July 4 1922 the hottest day I remember that we arrived at Woods Hole Mass. There we dodged a parade found our way to the pier and at last joined our friends. Then we went by boat to Oak Bluffs Martha's Vineyard Massachusetts.

NON-RESTRICTIVE PARTICIPIAL PHRASES

INFORMATION, NOT IDENTIFICATION

Rule 10. Non-restrictive participial phrases are set off by commas.

Note: An initial participial phrase is always non-restrictive.

Example: Tom, feeling more and more guilty, slunk furtively away.

See page 177 for explanation of restrictive and non-restrictive use.

Copy, Punctuate, and Hand in

1. The mason waited faithfully amusing himself by weighing the gold pieces in his hand and clinking them together
2. "Toiling rejoicing sorrowing onward through life he goes"
3. Approaching the window she recognized Gordon Lee a distant relative of the general of that name
4. Just at that moment William gazing forlornly at his post-office box uttered a groan of disappointment
5. The committee incensed by the treachery and appalled by the danger knew not what course to take
6. Having already been bruised and battered in three hard games the team surveyed the heavy opposing line without enthusiasm
7. With these words the judge retired leaving John Jenkins buried in profound thought
8. This flower once found in many places hereabout is now so rare that it is protected by law
9. Uncle Tom in his slippers as usual sat by the fire scouting the idea that there would be any Christmas at all
10. Throwing the books in a pile Harry dashed in splashed a little water on his hands ran a comb through his hair and bolted for the dining room
11. Jimmy shivering in the December cold slipped like a diminutive ghost to the fireplace and pinned up his stocking
12. Poking his eyes and nose above the quilts Joe cast a sleepy glance at the clock and then popped back again like a turtle

Class Work

Oral Setting-up Exercise: Distinguish by definition and illustration restrictive and non-restrictive participles. (See page 177.)

Dictation: Safely admitted to college John Irving drew a sigh of relief thinking perhaps that he had at last reached a resting place a sort of tea-room along the road to life. His room decorated with all the plunder of four years of travel was graced by hardly a dozen books. These poked on a corner of a desk seemed to be seeking a hiding place feeling we may guess that they were more likely to be used as missiles than as a means to knowledge.

ABSOLUTE PHRASE

SOME PEOPLE MISTAKE IT FOR A SENTENCE

Rule 11. An absolute phrase is set off by commas.

Example: The storm being over, we emerged from our dripping shelter and splashed on toward home.

Copy, Punctuate, and Hand in

1. He is always agreeable evenness of disposition being his outstanding trait
2. Nothing was to be seen but sand the quivering heat waves rising over it to the farthest horizon
3. In a moment the huge wall lay in ruins its ghost passing in a cloud of dust
4. The bridge having been washed away our last link with the world was broken
5. Breakfast finished we quickly broke camp and started on our way
6. A politician then was a politician his ways and standards being set apart from those of other men
7. This point having been proved the defense had completed its case
8. Now his faith in God and man blighted the only object for his love was his gold
9. A sunfish having cleaned his hook for the third time the old man grunted in disgust pulled up the anchor and rowed away
10. His hair plastered down by water his coat hanging from his shoulders like a sodden bag and his whole form expressing utter dejection the boy dragged himself toward the house
11. Hands clasped behind his back and shoulders thrust slightly forward he looked like Atlas bowing his body to receive the world
12. The picturesque gardens being now in full bloom the park presented a most attractive appearance

Class Work

Oral Setting-up Exercise: Define and illustrate absolute phrase. Distinguish between absolute phrase and non-restrictive participial phrase. (See pages 177, 182.) Show how the thought in absolute phrases can be expressed by adverbial clauses.

Dictation: It being evident that we could do nothing to help our friend we turned away a feeling of sadness dispelling all the agreeable visions with which we had begun the day. The accident an occurrence paralleled by nothing in our experience lay heavily upon us the effect of it being to extinguish our enthusiasm completely. We consoled ourselves however with the thought that every precaution having been exercised we were in no way to blame.

ACHIEVEMENT TEST NUMBER 2

RULES 9-11

Copy these paragraphs and supply necessary punctuation:

A

The principal peculiarity of Pop Hosmer was bulk this being true he was naturally devoted to ease and comfort of course I did not know these facts when on September 1 1916 I accepted a position under him at Pemberton Vermont on the first day of school we had a faculty meeting we were all asked to make suggestions about teaching being new as well as very young I suggested that teachers ought always to stand while they were instructing this being my first speech it was naturally received with respect and attention Pop's silence however was long and ominous finally he moved around uneasily in his chair and smiling broadly said with a weary gesture, "That advice is all right for you Slim Jims we fat fellows need comfort"

B

Dolls and baby carriages are all right for little kids when a fellow reaches the age of five however he needs a shack my children were all at the doll age when I lived at 124 Lexington Avenue Milford Mass last year however I moved to 71 Pleasant St Archdale R I now they had reached the stern ages of six and eight dolls would not do this being a fact a shack became necessary have you ever tried to build a structure of this sort I never had taking my best tools in hand however I made a valiant beginning pieces of board scraps of tarred paper old shingles were dug from mysterious places having little else to do I labored on for days at last the final nail having been driven we were ready to move in then came the bitter blow and the words I have never forgotten "Well," said Alan bursting into tears, "it's all right but I don't like it *we wanted to make it ourselves*"

C

All students should reach Paxton New Hampshire not later than August third this being true they ought to make their plans for transportation at once go to the station to-day and look up your train travel at this time of year being very heavy you will need to make reservations early last year a boy thinking that he had plenty of time tried to get his Pullman berth when he purchased his regular ticket of course he was disappointed a very long delay resulting from his carelessness he did not arrive in Paxton until August seventh plan now will you notify me when to expect you address Dr H C Harry Paxton Seminary Paxton New Hampshire

NON-RESTRICTIVE RELATIVE CLAUSES

THE ADJECTIVE CLAUSES WHICH ADD A THOUGHT

Rule 12. Non-restrictive relative clauses are set off by commas.

Note: Remember (1) that they mean *in addition to* (see page 192), (2) that such clauses may be introduced by the relative adverbs *when, where, why, and how*, (3) that the pronoun *that* always introduces a restrictive clause.

Example: The gentleman of whom we write lived for many years in New York, where his home is occupied by Mr. Brown, who recently purchased it.

Note: There is one restrictive clause in the example, and some of the sentences below also contain restrictive clauses.

Copy, Punctuate, and Hand in

1. Her hair which was gray was arranged in two plain braids
2. Our 1924 football team which won the New England championship will long be remembered
3. He addressed her in a few words of Greek to which she replied in Latin
4. In the center of the garden was a fountain which at that moment was clothed in a gorgeous rainbow
5. The virtue which needs to be guarded is scarcely worth the sentinel
6. Mr James Barton who went abroad last summer has just returned
7. The old gentleman still potters about the garden where you may see him on any fine day you choose
8. In a man whom we admire we usually find some faults which we are willing to forgive
9. He who undervalues himself is justly undervalued by others
10. This volume which deals with the study of the earth is prefaced by a picture of the Grand Canyon in Colorado
11. His beard which had grown long from neglect was nearly white
12. There we found Johnson who had fallen asleep in his chair

Class Work

Oral Setting-up Exercise: Compose two interrogative sentences containing restrictive participial phrases and two declarative sentences containing non-restrictive participial phrases. (See page 177.)

Dictation: Being very much displeased by the cocksureness of Mr Wilson who was always certain that he was right we turned to Mr Danbury who was seldom certain about anything. His opinions which were always mildly voiced were of some value no doubt but they failed to impress us. We shortly turned therefore to seek a more decided person one who could avoid both dogmatism and hesitancy.

NON-RESTRICTIVE ADVERBIAL CLAUSES

PROBABLY A REASON OR CONCESSION

Rule 13. Non-restrictive adverbial clauses are set off by commas.

Note: The most common of these are clauses which add a reason or concession, introduced by *because, since, as, for, although, though*. (See page 203.)

Example: Others did the same, although they realized their folly.

Copy, Punctuate, and Hand in

1. Bruno stopped eating and gazed in surprise at the toad for he had never before seen such a creature
2. Jimmy took his place on the starting line although he knew that there was not a chance of success
3. We were lost in wonder and admiration for there lay the most amazingly beautiful stretch of country we had ever seen
4. The young man found himself a failure for the habits he had neglected to consider had bound him in chains too tight to be broken
5. Brown the engineer was absolved from blame as it was proved that the semaphore had not been set against him
6. Again he failed to obtain his chosen room because he had once more failed to file his application on time
7. Use your notebook because your notebook will not forget
8. Time after time he failed to obtain the answer for time after time he made the same foolish error
9. Paul went through a college course with very little education for very little of the course went through Paul
10. You may go now although you should finish your work first
11. Don't try to meet the train as I do not know which one I shall take
12. The fellow who ceases studying first may be a genius although the chances are that he is a loafer

Class Work

Oral Setting-up Exercise: Compose three sentences containing non-restrictive relative clauses and two containing restrictive relative clauses introduced by *who* or *which*. (See page 192.)

Dictation: A basket in the last minute of play having given us the victory we trooped out rejoicing though not entirely happy for we could not feel that the team had played fairly. Our opponents as one might expect were angry and disgruntled since they were firmly convinced that fairness and good sportsmanship had not been shown. The game moreover was not finished on the floor for the account of it in our rivals' school paper scored us heavily.

INITIAL ADVERBIAL CLAUSES

FIRST IN LINE

Rule 14. An adverbial clause standing first in the sentence is followed by a comma.

Warning: Be sure that the initial clause is *adverbial*, not a noun clause coming first. Usually such a noun clause is the subject of the verb; therefore it is *not* set off by a comma. Correct: "What he said is true."

Example: As soon as he had jabbed the last period on his paper, he crammed it hastily in his pocket and raced off.

Copy, Punctuate, and Hand in

1. As the cracking wreck was sinking beneath us I had a glimpse of two or three half-naked wretches rushing from the cabin
2. While you read think about what is before you for your opinion is far more important than your memory of facts
3. What Lord Beaconsfield did will always be affectionately remembered
4. Before he had been there two months he received strange news
5. If he stopped at the store they scanned his face for the mood he was in before venturing their remarks
6. Although the plot is interesting the characterizations are impossible
7. Uneducated as he was Jethro had that power which often marks the American of action
8. That he achieved a great deal in life was due to the fact that he worked with painstaking effort
9. While he was thus wavering events took place which decided his choice
10. How he contributed so much is still a matter of discussion
11. Whenever their kettledrums were heard the peasant hid his small savings in his girdle and fled with his wife to the mountains or the jungle
12. Since we must do our task shall we not do it excellently

Class Work

Setting-up Exercise: Punctuate and account for each mark of punctuation:
To the observer outside the castle appears in good condition having entered you will find however that it is really a ruin the whole building being open to the sky

Dictation: Although the passing of a man may be the occasion for pomp and show the death of an ideal is inconspicuous. When we look for it it is gone. Where it has betaken itself we never know. Mourn it as we will we cannot mark the moment when it departed from us. If we search our hearts diligently we may read its obituary in acts of heedlessness disregard and selfishness. Should we seek to resurrect it we shall find only ashes which cannot be reincarnated.

ACHIEVEMENT TEST NUMBER 3

RULES 12-14

Copy these paragraphs and supply necessary punctuation:

A

Professor French who was principal of my high school often urged me to make greater use of a notebook I seldom used one then because I thought it a waste of time to do so why should I take notes this well-worn binder which I have carried with me for over six years shows however that I have come to realize the value of Professor French's advice although I am no longer in school I still find much of value to put in my little book it is nearly full now as you will see for I have been hearing a great deal of late that has seemed to me original and inspiring taking notes which I admit has now become a sort of hobby is one of the strongest forces in increasing my knowledge and my pleasure

B

Since clock companies have started broadcasting the correct time there has been a great reformation at our house in the olden days we seldom had the correct time although we owned dozens of clocks and watches our front-room clock which of course is our show-piece has often been known to gain two hours in one day my old Ingersol which helps to get me back and forth to work is never on time our alarm clock which the children play with at odd times runs with terrific speed on one day and then drags on the next just what my wife's wrist-watch does I have never discovered now however life has changed each night at nine o'clock we bring our offerings to the radio even the old Ingersol is almost right nowadays for I push it ahead several times during the day hoping of course that it will not put me to shame when the gong rings exactly at 9:01 Eastern Standard Time

C

When I was a small boy I lived on a farm one of my chief delights I recall was an old barn that stood near the road it was a great roomy structure made for boys to play in for it had been built in the days when lumber was plentiful and store-nails were unknown in that old barn which was always full of sweet-smelling hay I spent long and happy hours building castles real and airy ones now the old barn is gone since even iron and oak must sometime decay although I cannot compare it to anything which would make you really understand perhaps you will know my feelings best if I say that the old barn seems like a boyhood friend who has passed on

INDEPENDENT CLAUSES JOINED BY *AND*, *BUT*, OR

WHEN THE CLAUSES ARE ALIKE

Rule 15. Coördinate conjunctions in a compound sentence are preceded by a comma.

Example: He walked like a man in a dream, but never did he fail to observe keenly.

Warning: Do not put a comma before every *and*, *but*, or *or* that you see. Remember that the rule refers to *independent clauses*.

Copy, Punctuate, and Hand in

1. Clarky waved the flag at the cow but she refused to budge
2. Here was a spring and close by we found plenty of wood for our fire
3. The wind was blowing a smacking breeze and we were going at a great rate through the water
4. There they were marooned by the tide and there they must stay
5. The king gave Clive the commission of a lieutenant-colonel in the British army and in 1775 he again sailed for India
6. Surely the great structure had been firmly built or otherwise the wind would have leveled it to the ground
7. The place soon fell and the booty of fifty thousand pounds was divided among the conquerors
8. Hunter tried to appear unconcerned but he realized his fate
9. He ordered his army to fall back and this order decided his fate
10. Dick considered poetry suitable for moonlight nights and love-making but he could find little use for it in football
11. He was held in high regard for his religious fervor and his trance-like fits were the cause of much awe in the community
12. The army of life moves steadily on and those who tire and fall by the wayside must take their places in the rear ranks

Class Work

Oral Setting-up Exercise: Compose sentences containing a restrictive participial phrase, a non-restrictive participial phrase, an absolute phrase, a noun in apposition, a noun of direct address. (See pages 116, 177, 182.)

Dictation: You understand how to use periods but can you recognize the sentences which must be followed by question marks? Do you revise your composition or do you finish it hastily and race to class waving the paper dry and folding it as you go? Hasty work is careless work and little progress can be expected from it. The art of punctuating correctly is acquired only by patient effort and the punctuation of any composition is best perfected by careful re-reading.

THE SEMICOLON BEFORE *AND*, *BUT*, OR

COMMA NOT ENOUGH

Rule 16. Use a semicolon before *and*, *but*, or *or* in a compound or compound-complex sentence if the two halves are long or are broken by punctuation.

Example: When you are with us, we are glad; and when we read your letters we are almost equally pleased.

Copy, Punctuate, and Hand in

1. When I finish school I shall have no lessons no teachers and no rules and then I shall do exactly as I please
2. The least he could hope for was a sinecure place or a pension and if he showed any political ability he might become a member of Parliament
3. He loved biography literary history the history of manners but political history was positively distasteful to him
4. That inevitable event of which he never thought without horror was brought near to him and his life was darkened by the shadow of death
5. You must work build advance or you will retrograde and decay
6. If you still feel that you must go I cannot say that you shall not but having heard the arguments I feel that you should decide to remain
7. Were there but one person in the world a man's conduct might affect only himself but we have more than ourselves to consider
8. The old comrades the friends of boyhood days dropped away one by one and despite his kindly spirit he could find none to share his affections
9. Thunder crashed and rolled the sound suggesting the echoes of a giant bowling alley but my companion slept peacefully on his snores being audible between the volleys of the storm
10. The rain by this time had abated and going down the ravine we loosened the animals which were standing up to their knees in water
11. When noon came we found a little stream with a few trees and bushes near it and here we rested for an hour
12. We refused food but he begged so eagerly that we gave him a small piece which he devoured tearing it like a dog

Class Work

Oral Setting-up Exercise: Give the reasons for the marks of punctuation other than semicolons which you have used in the home work.

Dictation: Were the athletics of this school properly supervised we might hope to be champions of the East but as conditions are now we can hope for little success. Since we are in such a situation we must make the best of it but we can continue to hope that some one will find a successful system.

HOW TO AVOID THE COMMA FAULT

A SEMICOLON, NOT A COMMA

Rule 17. Separate by a semicolon two unconnected independent clauses too closely related in thought to be set off as separate sentences.

Note: These clauses usually express ideas in contrast or in relation of cause and effect.

Example: The disciple worshiped the master; the master scolded the disciple.

Copy, Punctuate, and Hand in

1. A man's expression is the work of years it is stamped on his countenance by the events of his whole life
2. The air was clean and crisp it was an ideal day for football
3. Venus surpasses in brightness all the other stars and planets it is sometimes so brilliant as to be seen in full day and by the naked eye
4. Girls were usually attracted to Tom because he was a good dresser boys however despised him for his laziness
5. The younger clerks were miserably paid the elder enriched themselves by trading on their own account
6. These facts seem to us convincing we believe therefore that our point has been proved
7. Come to no terms defend your city to the last
8. I am the envy of all my friends I am the proud owner of an aeroplane
9. The wide lawns are brilliant in the glow of June pure tranquil air moves steady and sweet under the trees
10. In all these years he had done nothing remarkable his talents however were slowly maturing
11. Eleventh-hour cramming is of little educational value the information acquired is seldom retained
12. The room seemed utterly deserted at least we could see no sign of life

Class Work

Oral Setting-up Exercise: Compose two compound or compound-complex sentences which require the use of semicolons before *and*, *but*, *or*, and two sentences which contain restrictive adverbial clauses.

Dictation: Work is something we must do play is what we do because we enjoy doing it. A task may involve little labor recreation at times taxes us to the utmost. We call football play it is therefore a joy. If we were compelled to do anything so strenuous we should rebel vigorously. The difference between work and play therefore seems to be largely mental. Love your work for the challenge which it offers it will then become play.

SEMICOLON BEFORE COÖRDINATING ADVERBS

AGAIN, NOT A COMMA

Rule 18. Use a semicolon in a compound or compound-complex sentence before the coördinating adverbs, such as *therefore, so, however, moreover, nevertheless, too, also, notwithstanding, thus, hence, whereas, then, still, otherwise.*

Example: We saw no reason for going until after supper; therefore we were able to enjoy the cool of the day.

Copy, Punctuate, and Hand in

1. I object to this plan however since you favor it I shall yield
2. A strong fire is necessary to heat my water-tank therefore I keep the drafts on during the greater part of the day
3. The wooden parts of the plane had been injured by the tide moreover the metal parts had been badly rusted
4. All the cracks were carefully plugged and painted thus our craft was made entirely seaworthy
5. It is really too hot to work still I must finish this paper
6. She offended him by her indifference so their friendship soon cooled
7. *Idylls of the King* is a book which students often read in their freshman year whereas it is really difficult enough for those of the senior grade
8. She was always gay and eager then too her talk was witty and interesting
9. He is a graduate of Oxford hence we ought to have some very scholarly lectures in his classes this year
10. By all means wear your rubbers otherwise you will surely risk a cold
11. The old doctor was a good tennis player also the fact that he was an excellent story-teller was an added reason for his popularity
12. The comma blunder consists of placing a comma where a semicolon should be used so I advise you to punctuate this sentence very carefully

Class Work

Setting-up Exercise: Punctuate and give reasons for the marks used: Harry please bring my algebra from my desk it is under a pile of papers the English themes that I was correcting

Dictation: This page provides an excellent opportunity to review conjunctions therefore you may expect to learn grammar as well as punctuation from it. You have already studied conjunctions moreover you have learned that some of them like *thus* and *hence* are adverbs connecting equal parts. The importance of this information will now be clear to you since you must use it in applying the rule of punctuation stated above. You will find it very difficult no doubt to put semicolons before words which you do not recognize thus I advise you to make a thorough review of all coördinating adverbs.

DIRECT QUOTATIONS

EXACTLY WHAT WAS SAID

Rule 19. Double quotation marks are used to enclose a direct quotation.

Example: "Now here is a beautiful chair," said the dealer.

Rule 20. Single quotation marks are used to enclose a quotation within a quotation.

Example: Harris remarked, "Wheeler said yesterday, 'The price of that lot is too high.'"

Rule 21. Words which introduce a direct quotation are set off by commas.

Warning: Do not forget to separate sentences in the quotations.

Copy, Punctuate, and Hand in

1. Don't try the river road it is still flooded said father
2. Tom called after us come back soon we'll go after that big bass again
3. Where in the world did you get that hat it's a fright said Annie
4. Let the first coat dry well the second will be sticky if you don't warned the painter
5. Move that chair John it's too close to the fire said Mary
6. When do we eat dinner's an hour late the hungry campers shouted
7. We heard the farmer grumble the corn is coming up all right there's a crow after every kernel
8. Can you locate the well known words all that glitters is not gold
9. Watch the end of the quotation and don't forget the quotation marks was the warning given us
10. Then a voice shouted keep cool there is no danger if you leave slowly
11. He said I dare you to hit me that's what started the fight the boy sobbed
12. Punctuation marks do make easier reading groaned the weary student as he forgot the final period

Class Work

Oral Setting-up Exercise: Compose three sentences containing non-restrictive participial phrases. (See page 177.)

Note: In reproducing conversation start a new paragraph every time a change in speaker is indicated.

Dictation: Did you see the game to-day asked Harold. I certainly did it was great Jim replied. Then Lewis added his opinion I don't think so much of it there were at least six errors. No wonder you didn't like it your team took a beating laughed Harold in reply. And the errors were mostly on your side added Jim.

QUOTATIONS BROKEN BY EXPLANATORY WORDS

INTERRUPTED REMARKS

Review Rules 19, 20, 21.

Note 1: A question mark or exclamation point replaces a comma when words of explanation follow a quoted question or exclamation. For example: "What a beautiful picture!" she exclaimed.

Note 2: When words of explanation interrupt a quotation, they are followed by a comma if the first part of the quotation is not a complete sentence. (See Rule 21.) For example: "I desire," said the traveler, "to find the road to Boston."

Note 3: When words of explanation interrupt a quotation, they are followed by a period if they are preceded by a complete sentence. For example: "They will not be here for the game," said Susan. "The train is late." Another example: "I don't want that chair!" exclaimed Keith. "It's broken."

Copy, Punctuate, and Hand in

1. Surely he heard me said my father he is just pretending to be deaf
2. What shall I do now questioned the boy this work is all done
3. Get out shouted the gardener I don't want that stuff trampled down
4. Harrison said to me the price is five dollars I'll not take a cent less reported my brother
5. John turn around the teacher exclaimed this is not a class in gymnastics
6. Where shall I meet you I asked I don't want to hunt all over the city
7. Is that a head he asked sarcastically or just a button to keep your spine from unraveling
8. I don't want that one sniffed the little lady it isn't worth looking at
9. It is still raining hard remarked the driver nevertheless we shall start
10. Don't try that stunt yet exclaimed the instructor you'll break both the plane and your neck
11. She stopped me this afternoon and asked when are you coming to see us again said Jane
12. I seem to forget the marks at the end of the quotation he sadly observed

Class Work

Oral Setting-up Exercise: Turn to the review of Rules 1 to 8 (page 80), and give the reasons for all marks of punctuation necessary in paragraph A.

Dictation: My roommate is always bothering me the youngster complained he is always fooling around when I object he just shouts shut up. And what do you do I asked. I don't do anything he replied. Probably I said that is very true you might try doing something.

ACHIEVEMENT TEST NUMBER 4

RULES 15—21

Copy these paragraphs and supply punctuation:

A

The tinkle of an iceman's bell on a hot summer day is a delightful sound it symbolizes for me such refreshing concoctions as mint lemonade and iced coffee moreover it tells me that butter on the dinner table will be a cold and tasty print rather than a dripping and elusive daub the ice man certainly has a hard job he works long hours and his task requires a strong body and a patient temperament some of us can go to the shore when the temperature gets too hot but the iceman poor fellow must work hardest when the weather is hottest I do not wish any man a continuance of hard labor nevertheless I hope that iceless refrigerators do not drive him from the road I for one should miss the cooling tinkle of his bell

B

The novel is a long story consisting of a number of chapters and many pages the short story can usually be read at a single sitting the novel moreover often has an intricate plot and sometimes a sub-plot or two but the short story usually involves single episodes developed to give a definite imprint the novel furthermore usually has an extended setting chapters and pages which characterize the time and place of the action the short story on the other hand usually begins with action and description of characters or places is limited of course as a study of life the novel is superior still the short story continues to be one of our most popular forms of literature

C

Last week my little sister made what is known as a "wisecrack" did you see the lion said she to me with a merry twinkle in her eyes why no I replied where is it why over there said she pointing to a man reclining under a tree dont you see that man *lion down* this my sister considers humor I have a very different opinion mother says the child gets her brightness from me father however not to be left outside the claims of greatness always says at such times pshaw she's just like her father I really think that father and mother are at times like these much funnier than sister but of course it all depends on how much enjoyment you get from these Shakespearean puns

USE OF THE COLON

THEN SOMETHING FOLLOWS

Rule 22. The colon is used before an enumeration, an illustration, or an extended quotation.

Example: There are three well-known marks at the crossroad: a yellow house, a huge boulder, and a dead pine.

Note: The colon usually follows such expressions as *the following* and *as follows*. It is not used between a verb and its predicate nominative immediately following. *Wrong:* The important elements are: plot, setting, and characters. *Right:* The important elements are plot, setting, and characters.

Copy, Punctuate, and Hand in

1. My room has several pleasant features four large windows a southern exposure and excellent ventilation
2. We find the causes of this accident to be as follows haste ignorance and carelessness
3. In the rainbow there are seven colors violet indigo blue green yellow orange red
4. There were three reasons why we did not go we had no car we could not beg a ride we were without money (See Rule 17.)
5. We can find here all that we need food water and shelter
6. Black had three virtues honesty bravery and a pleasant personality
7. Of the ten or twelve fellows present we remember four Harry Holt Edward Miller William Brown and Stanley Harris
8. Here we see a strange phenomenon steam is invisible
9. Follow Roosevelt's advice hit the line hard don't foul and don't shirk
10. Among the books lying there were an algebra a history and a grammar
11. If you did not punctuate sentence ten correctly there is just one reason you did not study this page
12. Then at last he told us his recipe for health eating simply exercising abundantly and sleeping in the open air

Class Work

Oral Setting-up Exercise: Turn to the review of Rules 12-14 (page 88). Give the rules for all marks of punctuation necessary in paragraph A.

Dictation: He spoke as follows now ladies and gentlemen we can discuss the three fundamental evils of our civilization disease poverty and ignorance. Of disease we can say that it brings three consequences suffering blighted posterity and untimely death. We find also that it most frequently occurs in conjunction with three companions poverty ignorance and unsanitary living conditions.

PARENTHESES

FOR INTERRUPTIONS

Rule 23. Side remarks of explanation are set off by parentheses.

Note: Such remarks more definitely interrupt the sentence and are usually longer than the parenthetical expressions set off by commas. (See Rule 8.) Other necessary marks of punctuation follow the parentheses. (See sentence 4.)

Example: The wave length (you radio enthusiasts know this already) is the distance from crest to crest of the wave produced in the ether.

Copy, Punctuate, and Hand in

1. *All right* not to be confused with *already* is spelled as two words
2. This very large book it is called a folio is a reproduction of the 1623 edition of Shakespeare's works
3. Then Mr Henty I always call him Uncle Ben came to my relief
4. Being angry at his blunder a silly mistake I considered it I dismissed him
5. When we arrived at the river really it was only a brook we found our companions in camp
6. The officer in charge a lieutenant I believe very courteously showed us about the camp
7. At that moment a boy we could not recognize him in the darkness dashed past us
8. On the tenth of July we shall not forget how hot it was our party landed
9. The office we dignify our shack by that name looks down upon a wild and deserted canyon
10. There we were greeted by Mr James Brown not the Mr Brown you know whom we found a very pleasant companion
11. This little lighted tube the detector it is called is the heart of the radio set
12. Having covered the distance only twenty miles in about half an hour we alighted and explored the cavern

Class Work

Setting-up Exercise: Compose three compound-complex sentences and punctuate them correctly. (See page 216.)

Dictation: In this compartment the third from the left you remember you will keep your reports. They are to be made out in ink don't forget this and are to be dated carefully. The supplies you will find in Room 10 the room I have just showed you which must always be kept locked. If you want any further instructions you will probably need to ask a question now and then you may call me up.

DASHES,

ADDITIONS FOR EXACTNESS OR INTEREST

Rule 24. Dashes are used to set off parenthetical expressions added for exactness or interest.

Note: Such expressions are often in apposition with some word preceding and are less distinctively side-remarks than those set off by parentheses.

Example: The second point — the most important of all — is that the law would undoubtedly be unconstitutional.

Copy, Punctuate, and Hand in

1. Just at the luncheon hour one o'clock I awoke with a start
2. The four boys pooled their carfares ten cents apiece and came home luxuriously in a taxi
3. That one escapade a bit of reckless driving cost him a trip to court
4. It is on Sunday a feast-day in all Latin-American countries that the bull-fights are usually held
5. Such books as these biographies histories and essays add rapidly to one's background of knowledge
6. In the center of the room a very tiny one to be sure stood his desk
7. The first hall that odd-shaped building on your right was erected in 1842
8. A little mark of punctuation just an inserted comma lost to the United States thousands of dollars in duties
9. A man who teaches in this manner is called an iconoclast an image-breaker because he delights in belittling men or beliefs we have considered ideal
10. Then came Thanksgiving Day and what was far more important a four-day holiday
11. It is now understood that in history as in man there are two elements matter and spirit
12. Violet indigo blue green yellow orange and red these are the colors we find so beautiful in the rainbow

Class Work

Oral Setting-up Exercise: Turn to the review of Rules 1-8 (page 80). Give the rules for all marks of punctuation necessary in paragraph B.

Dictation: July 4 May 30 June 17 these are days when we should pause to consider what a holiday signifies. On such days historical landmarks we may call them we should consider the meaning of the word *holiday*. It is established not for the mere ceasing of work it is a holy day set apart and dedicated to the remembrance of some great achievement which has made America possible. Let us then have joy and an abundance of it but let it be touched with a deep sense of thankfulness and devotion

SEPARATING TWO ADJECTIVES

COULD YOU USE *AND*?

Rule 25. Two adjectives preceding and modifying a noun are separated if they are coördinate in thought; that is, if they express similar ideas.

Note: Here is a simple rule: Place a comma between the adjectives if they could be connected by *and*.

Examples: "He was an honest, faithful servant." *Honest* and *faithful* both express qualities of character; they are coördinate. You could write "honest *and* faithful."

"Jane wore a heavy gray sweater." *Heavy* expresses quality; *gray* denotes a color; they are not coördinate. You could not say "heavy and gray."

Copy, Punctuate, and Hand in

1. Beside the dusty country road stood an old rambling farmhouse
2. There slept on the roofless broken porch a handsome Persian cat
3. The large stone building impressed us by its heavy gray magnificence
4. The rickety old Ford gasped in a sort of hollow mocking chuckle
5. A swirling black cloud of dust hid the perspiring trembling workmen
6. The solemn old clock in the corner tolled out slow melodious strokes
7. His forty long years of straining miserly existence had ended
8. For the second time during the oppressive ominous afternoon an unkempt black cat crossed our path
9. Can a worn broken man be remade in three short months
10. What a pitiable abject-looking specimen he was as we fished him from the slimy green waters of the pond
11. Where does there exist a more tremendous awe-inspiring sight
12. Your thoughts during carefree leisure hours determine your character

Class Work

Oral Setting-up Exercise: Illustrate in sentences a noun in apposition, three verbs in a series, a series made up of a compound subject.

Dictation: From the dark forgotten corner of the cellar came a series of plaintive high-pitched cries. By the dim light which oozed through three tiny windows we could see nothing. Out came our flashlight. We turned its clear piercing beam toward the sound. There in an old broken basket lay four shivering cowering puppies. The mystery of where they came from was solved when we found a ragged broken pane in one window and remembered the poor old dog that had been killed in front of the house the day before.

SUCH AS, FOR EXAMPLE, FOR ILLUSTRATION, THAT IS, NAMELY

INTRODUCING ILLUSTRATIONS

Such as introducing a non-restrictive clause (see page 195) is preceded by a comma but not followed by one. "They enjoyed quiet games of skill, such as chess and checkers." Used restrictively, *such as* is not set off. "They idealized men such as Washington and Lincoln."

For example and *for instance* are set off by commas as parenthetical expressions. "For example, he could never remember names or faces."

That is should be preceded by a semicolon and followed by a comma if it introduces a clause. "The line was unbalanced; that is, there were more players on one side than on the other."

Namely is followed by a comma. When it introduces at the end of a sentence an illustration which is a clause or which is broken by punctuation, it is logically preceded by a colon or a dash. "I chose it for two reasons: namely, because it was inexpensive, and because I liked it."

Copy, Punctuate, and Hand in

1. Various tools such as hammers saws and chisels lay around us
2. Take for example men such as Washington Lincoln and Jefferson
3. Nouns have three genders namely masculine feminine and neuter
4. The figure is a pentagon that is it has five sides
5. A permanent paving material concrete for instance should be laid here
6. You will probably be interested in some of Dickens's novels such as *David Copperfield* and *Oliver Twist*
7. We are "air-minded" that is we think in terms of travel by aeroplane
8. A historical novel such as *Scaramouche* I enjoy more than all others
9. Johnson was "put on pro" that is he was placed on probation
10. His house was wrecked by three forces namely fire flood and wind
11. The boxes are banded that is the ends are wrapped with a metal band
12. Take these two sentences for example how many will separate them

Class Work

Oral Setting-up Exercise: Turn to page 84, paragraph C, and account for all necessary marks of punctuation.

Dictation: Excessive use of introductory expressions such as *namely that is* and *for example* makes stiff and unnatural writing. Try for variety that is use other means of introducing illustrations. The expression *for example* can be replaced by numerous substitutes namely "we may refer to" "an instance of this is" "this may be illustrated by" and many such expressions. Above all do not double introductory expressions and write "such as for example."

REVIEW OF THE PUNCTUATION OF COMPLEX SENTENCES

PUNCTUATING SUBORDINATE CLAUSES

Review Rules 12, 13, 14.

These rules give the information necessary for the punctuation of subordinate clauses. Remember also that a non-restrictive noun clause in apposition is set off by commas, or by dashes if it seems parenthetical. *Do not* set off a noun clause used as subject or as a complement.

Copy, Punctuate, and Hand in

1. If our supply of cash is not exhausted we shall go on to Boston
2. Now that the warm weather has come the number of accidents on the roads will doubtless increase since more cars are abroad
3. The principal reason why real estate is now so cheap is that people are moving away to the places where the factories have been re-located
4. Although its greatest development has come since 1580 the essay which was first named by Montaigne at that time is ancient in origin
5. When the glorious light of the dying sun fell across the sky I began as my custom was to seek repose
6. I have told this story at length for it shows how an act which usually results in hatred may bring about a friendship which is a blessing
7. However natural such an action might have been it was not tolerated in New England where the Puritan laws frowned upon all weaknesses
8. Such a law as this that no man may do what he wishes in his own home is contrary to Anglo-Saxon ideals
9. As the evening was far advanced the Squire ushered us into the great room of the house where the other guests were already assembled
10. In the midst of these preparations which as we now know were pressing heavily upon him he suddenly died and was buried in the churchyard
11. Were it to be said that such monsters as we found traces of had really existed the man who has not studied geology would laugh aloud
12. On the site of ancient Nineveh which had once been a flourishing city lay only a heap of earth for its bricks of mud had turned to dust

Class Work

Oral Setting-up Exercise: What is a complex sentence? Point out each subordinate clause in the home work and tell how it is used. (See page 216.)

Dictation: Although the day came it brought no cheer for all that one could see was ruined houses in a sea of mud. On the site of the once cheery village of Beckwith which yesterday had rung with the merriment of a holiday throng the receding water had left only battered fragments of a town. If one heard a sound it was the cry of some lost animal or the crunch of settling ruins.

REVIEW OF THE PUNCTUATION OF COMPOUND AND COMPOUND-COMPLEX SENTENCES

Review Rules 12, 13, 14, 15, 16, 17, 18.

The exercises on this page review rules for punctuating compound sentences with coordinate conjunctions, with conjunctive adverbs, and with no connective between the clauses. There are also compound-complex sentences containing subordinate clauses of various sorts.

Copy, Punctuate, and Hand in

1. The ribs of two of these arches remained though the roof had fallen down between them over the others it remained entire.
2. Her first care was to inspect the cave but it offered no escape
3. There existed in the town the firm of Wolfe and Company which was reputed to be prosperous therefore it did a thriving business
4. When at last I opened my eyes before me stood Mr Garrett who appeared very angry however a second glance showed that he was merely scowling in an effort to recognize me
5. If I remember correctly he lives at 5 Cedar Street but you will seldom find him at home for he travels extensively
6. The Mayor of Tatnuck is a jovial person nevertheless he can display marked displeasure with his subordinates who do not take him seriously
7. It was raining again the forecasts on which we had relied had failed
8. If men had believed that peace is the best of all things they might have acted on their belief and we should have been spared the terrors of war
9. Harris who had rightfully expected to be elected captain took his defeat with good grace Summer who had no merits sulked for weeks
10. Into the molds went tons of boiling metal out of them came billets of steel ready for the rolling mills
11. The well which you are now boring may produce nothing although every sign points toward success or it may gush forth with magic wealth
12. Again they rushed to Boston where the clues seemed to assure a capture once more however they returned empty-handed

Class Work

Oral Setting-up Exercise: Identify each of the clauses, independent and subordinate, in the sentences given above, and tell how each is used. (See pages 185, 192, 200, 209.)

Dictation: A generation had passed since the year 1875 when Thompson began his experiments nevertheless he had not lost courage. Others had taken up the problem and laid it down he labored on. The years had dragged by and still he was just Thompson whom men called The Fool. Yet when hope seemed indeed folly success came. The problem was solved and Thompson was famous.

ACHIEVEMENT TEST NUMBER 5

PARAGRAPHS FOR GENERAL REVIEW

Divide the following paragraphs into sentences and punctuate:

A

Although the day was hot Merton appeared cool easy and unruffled but Gale his companion was obviously perspiring and uncomfortable being in poorer physical condition than Merton he felt more keenly the effort he was making however he plodded doggedly along the sun rose higher its rays burned in more deeply presently Merton who had been a few yards in the lead halted under a clump of trees let's rest a while he said do you object Gale only a grunt came from Gale for his parched thickened lips could not form the words of a reply they stretched out in the shade a slight breeze it was only barely perceptible cooling them as they lay

B

On July 4 1926 in the little village of Florence Rhode Island the entire population was astir who indeed could sleep on such an occasion noise-making devices of all sorts toy cannon revolvers fire crackers were creating a deafening uproar flags hung from the fronts of houses and bunting was looped across the streets the town band proudly wearing their new uniforms assembled on the village green an automobile bearing Senator Carter who was to deliver the oration of the day dashed up such a speaker being present the success of the day was assured and the people hitherto scattered about the streets began to crowd toward the bandstand on the green one individual a stranger apparently turned inquisitively to his neighbor tell me friend he said what this is all about this is our two-hundredth anniversary how we have worked to make it a success exclaimed the townsman when this day is over the town will boast for a year

C

Sky of blue hills of green winding roads of brown these were our outstanding impressions a rolling expanse of country lay before us and we felt well rewarded for two hours of strenuous wearisome climbing my companion Dr Richard Ellis came from Iowa and being new to the mountains he was all the more impressed Wilson this is marvelous he said he was right if the weather is clear it was that day one can see for fifty miles Forester Brown who was on duty in the lookout pointed out to us the features of the country such as the notable mountains and lakes how they stood out the day being unusually bright we could see them all without effort I cannot describe the scene it defies words I can only mention the more prominent objects the mountains the lakes the brilliant blue sky over all

MISUSES OF PUNCTUATION MARKS

DON'TS

1. Do not use parentheses to indicate an erasure. Erase or cross out neatly by the use of a single line.
Wrong: An old (wagon) cart stood in the street.
2. Do not use the question mark to indicate irony. Say what you mean.
Wrong: She is a pretty (?) girl.
Right: She is far from being a pretty girl.
3. Do not use dashes indiscriminately. Motion-picture use of dashes is not authoritative.
Wrong: The wall swayed — it gave in the middle — it started to fall.
Right: The wall swayed. It gave in the middle. It started to fall.
4. Do not use quotation marks around the title of a composition unless it is actually a quotation.
5. Do not use superfluous commas, especially when such commas set off restrictive elements in the sentence.
Wrong: He was, at that time, in charge of the building.
Right: He was at that time in charge of the building.
6. Do not use a comma between subject and predicate or between verb and complement. If a long complex sentence seems to need a comma between subject and verb for clearness, rewrite the sentence.
Wrong: Then Robert, hastened home.
Right: Then Robert hastened home.
Wrong: The reason for his success was, his perseverance.
Right: The reason for his success was his perseverance.
7. Do not use quotation marks to apologize for your slang. Either indicate that you are using the word because you intend to do so, or find another word.
Wrong: The old farmer was a typical "hick."
Right: The old farmer was typically rural.
8. Do not use a comma between the final adjective of a series and its noun.
Wrong: A keen, cold, March, wind was blowing.
Right: A keen, cold, March wind was blowing.
9. Do not set off an adverb or adverbial phrase at the beginning of a sentence unless it is distinctly introductory or unless the comma is necessary for clearness.
Wrong: At that time, I was studying in my room.
Right: At that time I was studying in my room.
Right: Soon after, the door was blown open.
Right: To be sure, all that you say is true.

TO THE PUPIL: THE PURPOSE OF GRAMMAR

In a little pamphlet issued by the College Entrance Examination Board, we find this suggestive sentence: "It is hazardous to learn to write without an understanding of grammar." Do you believe this statement to be true?

It is true that many people write well with a very limited knowledge of grammar. Yet is there any reason to believe that those who write well without grammar could not compose even more effectively if they also had an understanding of the manner in which ideas are related in sentences? Of course, it is possible to become an artist without bothering about the fundamentals of color and design. There are those who have learned to play the piano without struggling with tiresome scales or attempting to understand harmony. Doubtless some of us could learn to fly without mastering the complicated laws of aeronautics. However, such half-hearted preparation to paint, play, or fly is hazardous for two reasons: it decreases our efficiency; it leaves us without standards by which we may test our accomplishments.

Have you ever noticed a skillful carpenter at work? How easily he reads his plans! How efficiently he handles his tools! How clearly he sees in imagination just how each piece of lumber will fit into the complicated whole! He has a knowledge of structure — a building-sense which enables him to proceed with deftness, rapidity, and sureness unknown to us whose experience and knowledge are limited to patching the family roof. To be sure he has learned from experience, but experience guided by the basic laws of carpentering. The moral is pointed for those learning to write: During our apprenticeship it is our duty to master the fundamentals of our trade.

It is true that failure to learn grammar places no limitation upon the development of originality, humor, or all the other elements which charm. Nor does it limit the quantity or quality of material which we may store in our minds from reading and experience. It does, however, limit the completeness with which we may "lay hold" of this material. Lacking an adequate knowledge of the function of words and sentence-elements, we are like a civil engineer with a good mind, high ambitions, and useful experience, who lacks, nevertheless, a knowledge of principles which enables him to solve original problems. A football coach does not call his teams out for organized play on the first day of practice. On the contrary, he spends the time in elementary drills and instruction, trying to fix the basic theories of football in order to give his team greater possibilities later on in the season. Why is it that we so often begin with fundamentals in building houses and playing football, yet avoid them in writing, one of man's greatest and most difficult accomplishments?

These fundamentals should, of course, provide us with standards by which we judge what we compose. We cannot always depend upon some competent person to correct our composition. As we become our own editors,

"It sounds right," will not be a safe test. A young foreign student was asked why he put a comma in a certain part of a sentence. "Sir," said he with an elaborate gesture toward his heart, "I feel it right here!" He was an interesting type, but not a safe model for any of us.

Do not think of grammar as an exercise in memory, or as dry and unapplied facts, used to improve your thinking. Relate everything you study to your daily talking and writing. Possibly as you listen to yourself and others you will be encouraged in your study of grammar, and will agree with the many people who believe that "it is hazardous to begin without it."

A DIAGNOSTIC TEST IN GRAMMAR

CAN YOU WRITE CORRECTLY?

Can you find the errors in the following sentences? Can you correct them and be sure that you are right? "It sounds right" is not an answer. *It in't* sounds right to some people.

Make all necessary corrections in the following sentences. Do not change the order of the words in sentences 1 to 10.

1. Most all of the boys had been laying in bed all morning after the storm had began to blow the snow off of the lake and pile it in back of the cabin.
2. Every one of the campers set up in bed and strained their ears to catch the faint cry of a man whom they thought had fallen into the lake.
3. Between you and I, I think that he failed due to his carelessness. This fault being his worst trait.
4. Let's you and I go to see John, he looked queerly the last time I seen him. He is staying at the home of his mother, who I think you know.
5. I only found three boys in the large house, but which did not seem to have been occupied hardly at all. It was badly in need of repair, and the paint was kind of shabby.
6. If I was asked. I would say that the boy might of passed. It don't seem possible that he is one of them stupid fellows who can't learn.
7. Neither she nor I were in the room when he was told that he could go to the party. Which was being held that night.
8. We shall go as soon as he comes, he had ought to go with us.
9. Even if each of the boys are watched close, you can hardly tell them apart. They are both kind of tall, and their voices sound awfully similar. Bob and me was fooled by them.
10. No doubt the young lady is beautiful, but it will not make up for her bad disposition and her bad habits, as throwing things around when they don't do what she wants them to do.
11. Looking up at the sky, a kind of a bird different than any we had seen before come flying toward us, it was making a noise like it was a crow.
12. It says in the book that they often employ children to do this work. A very dangerous task for young persons.

SENTENCE SENSE

ONE IDEA AND ONLY ONE

A sentence is a group of related words expressing one idea and only one. We must learn to avoid the following sentence errors: (1) Writing part of an idea as a complete thought; for example, "Driving slowly by the house." (2) Failing to combine ideas which are related in thought; that is, "He owned an automobile. The car was a Buick." instead of "He owned a Buick automobile." (3) Writing run-on sentences composed of unrelated ideas; for example, "He went to New York and bought a suit of clothes, but his father was born in Porto Rico." (4) Using a comma instead of a semicolon or period to separate complete thoughts: "He was injured, we took him to the infirmary."

Home Work

Revise the following items so that each makes one or more complete and clearly organized sentences:

1. This was the most attractive place. Which I have ever known.
2. We drove up to the hotel. We drove slowly. There were four of us.
3. There was an old stove in the corner of the store and many loafers sat around and an occasional customer warmed his hands by it.
4. I expected to go to-day. But I finally decided to go next Friday.
5. Hearing sounds from the room above and failing to find who made them.
6. We arrived at four o'clock, our car soon came and off we dashed.
7. There was only one person in the car. A girl in a calico dress.
8. The party met a scout and two Mohicans were with him and the major asked the scout how far it was to Fort George.
9. Our house being warm and sunny during most of the year.
10. The secret service consists of a chief, whose salary is four thousand dollars a year; but he is very efficient and has a large clerical force.
11. The letters are opened at the bank, there is little delay in replying.
12. The statement which he had so often made in my presence.

Class Work

Oral Setting-up Exercise: State three reasons which explain why grammar should be studied. Illustrate from your own experience.

Make a neat copy of this passage, dividing the material into sentences:

To-day the world is a vast community there is no East there is no West no longer does the Danube separate Goth from Greek no longer does the Rhine separate Rome from Not-Rome the western frontier has vanished in his onward march man has swept away all borders what does this disappearance of boundaries signify this is the most interesting question of our time

INCOMPLETE SENTENCES

A PART FOR THE WHOLE

The ability to distinguish the difference between part of a thought and a complete thought is required of all who wish to write well. Of course, you have not studied phrases and clauses, but you can easily understand that expressions like "which he is" and "walking around the corner" are not complete ideas. Use this page to fix in your mind the difference between half an idea and a whole one.

Home Work

By joining or by adding to the following expressions, compose complete and clearly organized sentences:

1. I stood on the edge of the sidewalk. Where I could watch the crowd go by.
2. Having great ability as an author and a lecturer.
3. My grandfather's house, which, as you know, is near the main road.
4. The simple style in which the author told her story.
5. The characteristics, of course, being always accurately described.
6. Walking eagerly in the direction which she indicated.
7. We went to the dance. Which, by the way, was very enjoyable.
8. Our walk having given us an irresistible desire to eat.
9. A very strong wind was blowing at the start. Just as he had warned us.
10. Indeed, you have a very powerful car. One which I should like to own.
11. Exactly what I had told her many times.
12. Walking up the road to the Clinton Reservoir. Where we ate our lunch.

Class Work

Oral Setting-up Exercise: What is a sentence? What errors are often made in writing sentences? Can you find any of them in your own compositions?

Combine the groups of words in the following passage into clearly and completely expressed sentences:

A sentence being a complete thought. Which is intended to develop one idea. We must be careful not to use an incomplete expression for a sentence. Being eager to have you learn how to think as well as write. I urge you to develop sentence sense. This means learning to distinguish phrases and clauses. Which are parts of sentences. From sentences. Which express complete ideas. By being alert and thoughtful as you write. You will soon gain the power to state your ideas fully and accurately.

LOOSELY CONNECTED IDEAS

RUNNING *ON

Unconnected ideas loosely strung together with *and* are too often joined without regard for the number or the character of the thoughts connected. A sentence should have ONE main idea and ONLY ONE.

Home Work

Revise the following passages so that the thoughts are expressed in carefully written sentences containing only one principal idea:

1. A sentence is a group of related words, and it contains only one main idea; but it may express a question, command, or statement.
2. The style of the book is effective, and it has been recently published, and it is called *The New Freedom*.
3. Dinner was ready, and there were six of us to eat it, and we sat down.
4. It is a poem, and it was written by Mr. Rutledge, and I know him well.
5. He is conscious of his power, and he is my best friend; and I always call him "Bob."
6. She came to-day, and I enjoyed her visit, and her name is Martha.
7. Rip was a police dog, and he loved the children, and I was glad to have him at my house, but he did not like the postman.
8. At one side of the stage was a divan, but the stage was small, and there were three entrances, and there were two chairs on the right side.
9. Thousands came to hear this famous speaker, but his topic was "The Value of Self-Control."
10. We were opposed to the plan, but the chairman was interested in a new plan, and he was a good citizen.
11. *And* is a deceiving word, and it leads us to string our ideas together, and we think they are connected.
12. I had several ideas, and I wrote them down on paper, and they were good ideas, but I forgot to relate them.

Class Work

Oral setting-up Exercise: What is meant by sentence sense? Why do you think that your sentences are better than those you have revised?

Rewrite the material in the following passage into correct sentences:

The president of the Bell Telephone Company was an honor student in college, and he decided to find out if good students usually succeed in business and he investigated the success of several hundred of his employees who had been excellent students in college; and he found out that success in studies was a fair indication of success in his business, and therefore he now advises students to work hard in college, and I am very glad that he made this test.

FAILING TO JOIN RELATED IDEAS

THEY BELONG TOGETHER

"Choppy sentences" result from failure to join ideas which are related in thought. If a sentence is a *group of related ideas developing one thought*, then all of the ideas which are related should be joined. "He is a boy. He is large. He is my nephew," is choppy. A person with better sentence sense would have written "My nephew is a large boy."

Home Work

Develop your sentence sense by combining into one sentence all ideas which are related.

1. He worked. He worked carefully. He was preparing his English.
2. We arrived in Holden. We arrived at four o'clock. We came on a trolley car.
3. He was a man. His appearance was striking. He attracted attention.
4. The house is small. It is well built. It is always warm. The house is mine.
5. Shut the door. Please shut that door. I mean the one opposite you.
6. Do you enjoy novels? Do you like modern ones? Do you prefer them to biographies?
7. This is a book. It is a practice book. It is mine. It is a practice book in English.
8. We came back. The roads were impassable. It had been raining.
9. The company gave me a calendar — one for my desk. It was small.
10. Take the next lesson. I mean lesson fifty-two. The work is translation. Study it for to-morrow.
11. Why are you interested? Why do you show such great interest — in politics, I mean?
12. This is a sentence. It is declarative. It is simple in structure.

Class Work

Oral Setting-up Exercise: Are you using sentences joined by *and* when you recite? Listen to the recitation to-day and be ready to suggest how our spoken sentences can be improved.

Rewrite the following passage, combining the fragmentary ideas into proper sentences:

People do not enjoy choppy style. It sounds awkward and jerky. It sounds that way when we read it aloud. It is also monotonous. We waste words by using it. We also violate a theory of sentence structure. This theory is very important. It tells us that we ought to join ideas. That we ought to join them when they are related. Now do you understand why critics say that you lack sense — I mean sentence sense — when you write in this way?

COMMA BLUNDERS

WATCH THE SIGNALS

Periods and semicolons are little signals which tell a reader that a complete thought has been expressed. We must not confuse people, then, by using commas where periods and semicolons belong. Comma blunders like "The car was smashed, we took it to the garage" are really errors in thinking. They suggest the importance of learning to distinguish two ideas from one. A semicolon may be used to separate thoughts very closely connected, as in "I can't go; mother will not let me."

Home Work

Revise the following passages so that each complete thought shall have a semicolon or period at the end of it:

1. At last we were ready to go, we started immediately.
2. It is snowing again, there is little use in setting out flowers yet.
3. The members of the council will meet at eight o'clock, they will consider our petition at that time.
4. She was a welcome guest, her conversation was always witty.
5. It is a magnificent spectacle, in my opinion no one should miss it.
6. Marion found the book very interesting, she has reread it twice.
7. We were all very tired, however we did not return until twelve o'clock.
8. When we reached Millbury, we looked at our pedometers, they registered nine miles.
9. Over the fireplace was a lovely picture, on either side of the mantel was an attractive brass candlestick.
10. This is a sentence, this also is a sentence, separate them correctly.
11. A sentence may contain several items, it must, however, contain related ideas.
12. He used a comma, he ought to have used a semicolon or a period.

Class Work

Oral Setting-up Exercise: What are the four common sentence errors? Illustrate each and show how each error can be corrected.

Take the following paragraph from dictation and divide it correctly into sentences:

Many writers have difficulty in recognizing complete thoughts, they cannot distinguish one idea from two or more, this difficulty must be overcome by all who want to write clearly, sentence errors mark a person as incoherent, this is particularly true of comma blunders, learn to use commas sparingly, never use them at the end of a complete sentence, here is where the period belongs, the comma separates items, a period says "Now I am done," help your readers to recognize the end of your thoughts by putting periods where they belong.

ACHIEVEMENT TEST NUMBER 1

A

Make a neat copy of the following paragraph, dividing the material into sentences:

We are often told that one of the greatest needs in American life to-day is intelligent leadership seldom do we hear an appeal for intelligent followers this thought was recently stressed by the president of one of our leading universities using politics as an example he pointed out that great statesmen are helpless unless they are elected and supported by wise and honest voters of course it should be the aim of every one of us to excel and to lead nevertheless it is an equally important duty to prepare for the average tasks of daily life these in most instances require that we follow intelligently plans made by others let us then aim to lead but in so doing let us not overlook the qualities required of intelligent followers

B

Arrange the following items as carefully organized sentences:

Yesterday there was a fire. A large icehouse was destroyed. Completely destroyed. The fire occurred about twelve o'clock. The icehouse was situated at Coes Pond. Several houses were also destroyed. These houses adjoined the icehouse. Very valuable icehouses. The firemen arrived. They arrived very promptly. They were unable to control the flames. For several hours. Although they worked very hard. Insurance companies have estimated the cost of this fire. Their figures are given in the morning paper. *The Telegram*. Their estimates place the loss at \$125,000. These figures cover damages to the ice company and to the property owners. We are reminded by this fire what a terrible menace fire is. It is a menace to any community.

C

Arrange the following ideas as carefully organized sentences:

The composition was clear. But it was not interesting. This defect being characteristic of a great deal of our writing. A fact which you may have noticed. It being necessary for people to understand what we write. We must make our ideas intelligible. We must avoid misleading statements and sentence errors. Which are confusing to the reader, nevertheless we must focus our attention on the writing of important and interesting statements. These being the foundation of effective composition. Do you not think so, I do, and I hope that you will agree with me.

WHAT OUR SENTENCES EXPRESS

STATEMENTS, COMMANDS, QUESTIONS, EXCLAMATIONS

Classifying sentences according to the type of thought which we make them express, we call them *declarative*, *imperative*, *interrogative*, or *exclamatory*. A declarative sentence makes a statement: "Hope was abandoned." An imperative sentence expresses a command: "Take these checks to the bank." An interrogative sentence asks a question: "Are you interested?" An exclamatory sentence expresses emotion: "Oh, how beautiful it is!"

Home Work

Copy the following sentences. At the end of each sentence name, in brackets, the type of sentence which you have copied.

1. Where does New England stand as the new year opens?
2. The Republic of Panama agrees to coöperate in all possible ways in the defense of the canal.
3. Tell me how you spend your leisure.
4. Manufacturers of ice cream, who produce about 84,000,000 gallons a year, tell us that more than one half of their customers demand vanilla flavor.
5. Tucked away in the little street near the Plaza stands an old cathedral.
6. What artistry can paint such beauty and grandeur!
7. Let your eye follow him as he crosses the deserted road; watch him carefully as he unlocks the great door with his key.
8. Have you noticed that the ballad about the Dutchman was omitted?
9. The far-famed Banbury Cross has recently been declared an obstacle, even to fine ladies "with rings on their fingers and bells on their toes."
10. Have you changed your mind and decided to go?
11. How easy it is to distinguish the thought in sentences if we observe!
12. Stand under that arch and you will observe a four-story apartment constructed by Nature.

Class Work

Oral Setting-up Exercise: Define a sentence. Name and illustrate the four sentence errors which you have studied.

Take this passage from dictation. You will be asked to classify each sentence according to the thought expressed. Punctuate carefully.

We had not gone far when my automobile stopped without preliminary groans. "Get out the instruments," I said; "this looks like a major operation." Steam in great clouds poured from the radiator. What could be the matter? Was she frozen tight, or "torn limb from limb"? But how vain was all our worrying! A little hot water, much gurgling, minutes of patient watching, and soon all was well.

IDENTIFICATION OF NOUNS

WORDS THAT NAME

A noun is a word that names something. If a word names one of a class of things, it is called a *common noun* (ball). In contrast, a *proper noun* is the name of a particular person, place, or thing (Mr. Edwards, Boston). A *collective noun* is a word which names a group (class, army). An *abstract noun* is the name of a quality or condition (heat, sweetness).

Home Work

Copy the following sentences. Underline each noun and place in brackets after it a word to indicate the class to which it belongs. Do not select words ending in *ing*.

1. In the beginning of the thirteenth century, there appeared in Italy a figure of most magical charm and power, St. Francis.
2. Staff in hand, an old white-haired shepherd was seated on a rock watching his dog collect the sheep from a rocky slope.
3. Last week we had an opportunity to welcome a committee of business men who came from Dayton to visit our factory.
4. Kindness and loneliness were the words which we associated with her.
5. Because of the humidity, the heat seemed unbearable.
6. Dr. Johnson was the author of a dictionary little known to-day.
7. General Fiske thinks that the United States should have a small but very efficient standing army.
8. Professor Jones told his class that beauty is often the source of pain.
9. It is a pity that one who at times can write so exquisitely cannot attract the public eye by his style.
10. Do not omit Fannie Davis, whose work was done in New England.
11. "When the moon shone, we did not see the candle;
So doth the greater glory dim the less."
12. Mr. Dawes thinks it is a pity that the Senate does not revise its rules.

Class Work

Oral Setting-up Exercise: Define and illustrate declarative, imperative, interrogative, and exclamatory sentences.

Take the following passage from dictation; underline each noun; number each noun as follows: 1, common; 2, proper; 3, collective; 4, abstract:

A warning that plans contemplating a greater number of broadcasting stations would diminish rather than increase the service rendered by radio to the public was sounded recently by the American Engineering Council. In a brief submitted to the Federal Commission appointed to consider such matters, it was pointed out that the remedy for the present situation lies in restriction of broadcasters and in limitation of time. This is sound advice.

APPOSITIVES, NOUNS OF ADDRESS, EXCLAMATORY NOUNS

THREE IMPORTANT NOUN CONSTRUCTIONS

A *noun in apposition* is a noun used after some other noun or pronoun to explain it. For example: "Mr. Healey, our *postmaster*, belongs to the Economics Club." A *noun of direct address* is a word that names some person or thing directly spoken to. For example: "*Edward*, please go to the store." An *exclamatory noun* is a noun which expresses emotion. For example: "Heavens! what a sight!"

An appositive (noun in apposition) is in the same case as the noun it explains. Nouns of address and exclamatory nouns are in the nominative case. (For punctuation of these constructions see page 77.)

Home Work

List the nouns in three vertical columns headed nouns of address, nouns in apposition, and exclamatory nouns.

1. Mercy! What a noise that old car of yours makes!
2. "A horse! A horse! My kingdom for a horse!" said the orator.
3. Great Scott, sir, did you expect me to give the plan to my enemies?
4. Now, Mr. Edwards, your statement is very misleading.
5. Great Heavens, Jack, where did you get the notion?
6. I almost forgot mother's request, the one she made at luncheon.
7. Well, Mrs. Alden, I like his new book, *Freedom for All*.
8. Nonsense, Mr. Cotter, you'll be fit as a fiddle in two or three days.
9. His vessel, a four-master, was named after my sister, Josephine Ward.
10. Great Scott, my friend, you sound as if you had but one ambition!
11. Officer Flannery, the jovial gentleman at June Street, greeted me.
12. Mercy, my dear young student, I've repeated these constructions — appositives, nouns in direct address, and exclamatory nouns — so often that you can't fail to remember them.

Class Work

Oral Setting-up Exercise: Define and illustrate four kinds of nouns. Criticize the following: "I urged him to go. Which he did."

Take this passage from dictation; underline the nouns; number exclamatory noun, 1; noun in apposition, 2; noun of direct address, 3:

"Good morning, Mrs. Smith. Do you think you'll go to the picnic?"

"Picnic! Mrs. Jones, have you forgotten about my three children?"

"Nonsense, Mrs. Smith! Those little tots, Jack, Billie, and Maude, are little dears. Bring them along."

"Well, your idea is all right, my dear; but I guess I'll stay where I get the most comfort — home."

LEARNING TO RECOGNIZE VERBS

NEVER *ING* WORDS ALONE

Verbs are words which state something. It seems comparatively simple, then, to find verbs — words like *run*, which express action; or words like *is*, which make an assertion. But unless you are careful, you will make errors; you will miss the verb phrases — groups of words like *was going* used as verbs; and, worst of all, you will make the mistake of calling *ing* words verbs. Words like *thinking* and *doing* alone are never verbs.

Home Work

Copy the following sentences. Underline the verbs.

1. "Before coming to a class," said the teacher, "copy the story."
2. Thomas made a jesting remark about the revolver hanging at my belt.
3. They had waited two hours in order to give us a ride to Alton.
4. To drive a newly tired car over this icy road is like sticking a safety pin into a baby, with this difference: the baby usually recovers.
5. Except for a waning moon, it was pitch dark, although by walking slowly we were able to keep in the middle of the road.
6. He offered us a room in his new house, with a hospitality that was entirely out of keeping with his appearance.
7. A few days after being appointed judge of the Superior Court, my brother, having developed an incurable illness, was forced to resign.
8. He always appears happy, but I think that he is posing.
9. "Did you get my letter?" inquired May, as she stepped from the train.
10. Jane modestly protested her lack of skill, but henceforth I noticed that she was continually practicing her strokes on every occasion.
11. An hour passed, while we huddled uncomfortably, fearing to move lest some new rivulet should find a channel to our bodies and drench us.
12. He jumped down at once, skipping around like a boy at the sight of the people and places which he had not seen since childhood.

Class Work

Oral Setting-up Exercise: Give an interrogative sentence containing an abstract noun. Define and illustrate noun of direct address, exclamatory noun, noun in apposition.

Take this passage from dictation and underline each verb. Be careful to notice the division into sentences.

As the colors faded, hills and mountains stood out in sharp relief. The country became a charcoal sketch. Vision disappeared; sense of smell was heightened. Refreshed by the night dew, a million tiny flowers, rearing their heads again after a torrid day, sent forth a fragrance too lovely to describe. We could average only two miles an hour; yet not one of us grumbled, so beautiful was our way.

TRANSITIVE AND INTRANSITIVE VERBS

COMPLETE OR INCOMPLETE?

Verbs may be classified as transitive or intransitive; that is, as verbs which denote action upon something or as verbs which are complete in themselves. For example: In "He drove the automobile," *drove* is transitive because it requires the word "automobile" to complete it and to tell what is acted upon. In "The sun shines," *shines* is intransitive, because it is complete without any addition.

Home Work

Copy the following sentences, underlining the transitive verbs once and the intransitive verbs twice:

1. I made the announcement; and, as I told you before, Mr. Lewis was given full credit for his work.
2. You disagree; yet you will some day understand my point of view.
3. He was given a cordial welcome after I had introduced him.
4. He knocked the ball into deep right field; this made his second hit.
5. President Ward was presented fifty dollars in gold; and the gift, I am told, made him very happy.
6. The shop was entered by one of the side windows while the attention of Miss Hitchcock was drawn to a drunken man on the sidewalk.
7. He finished the prayer, and then the choir sang two stanzas of hymn number twenty.
8. At first the cat toyed with the ball; then she pounced upon it viciously.
9. One verb in the sentence takes an object; the other is intransitive.
10. The game began at three-thirty; so I missed my appointment.
11. How time flies! No sooner do we start work than another vacation is announced.
12. We study voice of verbs in order that we may understand the direct object.

Class Work

Oral Setting-up Exercise: Locate the verbs in the homework exercise according to mood, voice, tense, number, and person.

Take from dictation. Underline each transitive verb once, each intransitive verb twice.

To-day my watch broke again. Immediately I went to my good friend Moulton. As usual he adjusted his little lens and looked intently for the trouble. One glance was enough. Out came his little tweezers and tiny oil can. He flicked a bit of dust here and oiled a spring there. Finally, he approached me with his usual patient smile. "Here is your trouble. Do you see that speck of fiber? It illustrates a truth you may have overlooked: In watches, as in nations, small matters sometimes cause a great deal of trouble."

ACTIVE AND PASSIVE VOICE

WHAT IS ACTED UPON?

Transitive verbs undergo changes in voice; that is, they have different forms by which we may tell whether the subject names the doer of the action or whether it names the receiver of the action. A verb is said to be in the *active voice* when its subject names the doer of an action. It is in the *passive voice* when the subject names the receiver of the action. In "Jane read the book," *read* is in the active voice, for the subject, *Jane*, is the one who acts. In "The book was read by Jane," *was read* is passive, for *book*, the subject, receives the action of the verb.

Home Work

Copy the following sentences. Underline each active verb once and each passive verb twice.

1. The medals were given by Mr. Corwin, who made a very effective speech.
2. I gave him my watch and asked him to leave it at Freeman's.
3. Your essay fulfills the requirements of excellent composition.
4. Mr. Thompson was assigned room fourteen by the clerk.
5. We protested our lack of skill, but Julia urged us to play.
6. Margaret was told to study *The Ancient Mariner*, but through an error she prepared grammar.
7. Please locate the verbs and indicate their voice and tense.
8. My car is driven by the chauffeur; so do not fear any trouble.
9. Do you realize the importance of the task which has been assigned to you?
10. The room was entered through that broken window. Do you believe me?
11. Make your own analysis; in this way you will train your mind.
12. He was called an excellent student; yet he often confused active and passive voice.

Class Work

Oral Setting-up Exercise: By definition and illustration distinguish transitive and intransitive verbs.

Take from dictation. Underline active verbs once and passive verbs twice.

Few people realize the importance of comparison. Let me illustrate this fact. We need a new suit. As usual, we buy it at Barnard's. But do we compare Barnard's with Putnam's? No, we are governed by habit and custom. So, too, when we choose automobiles, books, friends, the luxuries and necessities of life, we are controlled by impulse and habit. Judgments, which have been formed from comparison, seldom guide us in our daily living.

HOW TO FIND THE SUBJECT

WHAT OUR STATEMENTS ARE ABOUT

The subject of a sentence is the person, place, thing, or idea about which some statement is made. If the subject is a noun or pronoun only, it is called a *simple subject*. The *complete subject* is this noun or pronoun plus its modifiers. To illustrate: "A man of courage is admired." *Man* is the simple subject. *A man of courage* is the complete subject. The subject may be *compound*, that is, composed of two or more nouns. For example: "Mr. Edwards and Mr. Atkinson are friends."

To find a subject, ask *who* or *what* about the verb. For example: "We intended to go." WHO intended? The answer is "We." Thus "we" is the subject. If the sentence asks a question, make it into a statement before trying to find the subject. Thus "What is that?" becomes "That is what?" *That* is the subject of *is*.

Home Work

Copy the following sentences. First underline the verbs once; then underline the subject of each verb twice.

1. Just behind his chair was an old speaking tube.
2. Reading, writing, and arithmetic were fundamentals in my day.
3. What is the subject of this simple interrogative sentence?
4. A group of workmen told me that the strike had begun.
5. From your point of view, the statement is probably true.
6. There was a great shout of rejoicing when the report was made.
7. It is unnecessary to go into detail; I understand just how you feel.
8. In front of her was a great pile of books, papers, and magazines.
9. Simple as this sentence may seem, perhaps it will teach you something.
10. We feel confident that Mary and Jane will receive their diplomas.
11. I dashed off to warn those who were on the third floor.
12. That old barn, built long ago, was constructed to stand for years.

Class Work

Oral Setting-up Exercise: Criticize: "John, the captain, being very tired." Name *John* as a part of speech. How is *captain* used?

Take from dictation. Underline the complete subjects once and the simple subjects twice.

School life is something like a picture, for it is first dreamed, then sketched, and finally painted. As the artist first faces a bare canvas, then plans, draws, imagines, adds a line here and a bit of color there, so we face the canvas of school life. Day by day we labor on, lacking the imagination to visualize the final work. Then comes a day when we are able to stand back and behold what we have fashioned. How fair it looks! What future product of our labors shall we enjoy so much?

THE PREDICATE AND HOW TO FIND IT

THE VITAL PART

The predicate is that part of a sentence which asserts, asks a question, or expresses a command. If the predicate is a single verb or verb phrase, it is called a *simple predicate*. The verb plus its modifiers and complements is called the *complete predicate*. The predicate may be compound; it may consist of two or more verbs. For example: "You may *come and go*."

Sometimes the predicate will be scattered. For example: "He *can*, in spite of his injury, *work* rapidly." Sometimes the predicate comes before the subject. For example: "To the field went he." However, the predicate will always be the part which says something about the subject. A sentence containing *one subject* and *one predicate* is classified as a simple sentence. (See page 216.)

Home Work

Copy the sentences. Underline the complete predicate once; underline the simple predicate twice. Check each simple declarative sentence.

1. In a small cabin lived this lonely man for over twenty years.
2. With his usual impulsiveness, he immediately enlisted as a private.
3. "Where shall I place these bundles?" asked he politely.
4. He sat thinking of happy times which he had spent in this old house.
5. On the second day came a messenger telling of victory.
6. The assignment being completed, we decided to stop work.
7. Sleeping takes a great deal of our time; yet few undervalue it.
8. Anne, hearing the commotion, called, "Father, come quickly!"
9. "When shall we three meet again?"
10. Where have you been that you haven't heard of his failure?
11. We went to the hospital and took some flowers to Mrs. Waters.
12. Remember that to find the predicate you must find only the words which say something about persons, places, objects, and ideas.

Class Work

Oral Setting-up Exercise: Find the subject: "Either the senate or the house of representatives is wrong in its judgment." Classify all the nouns.

Take the following passage from dictation. Underline complete predicates once and the simple predicates twice.

Finding predicates is primarily a matter of looking and thinking. You must read slowly and search until you find the word or words which express statements, ask questions, and give commands. If the assertion is one verb or a verb phrase, call it a simple predicate. If, as I have said before, it consists of a verb and its modifiers or complements, call it the complete predicate. Of particular importance is the idea that words like *jumping*, when they are alone, are never predicates.

MISUSE OF *DON'T* AND *WAS*

MISMATED

A verb agrees with its subject in number and person. Here are a dozen sentences containing the worst sort of errors in mismated subjects and verbs. Remember that *doesn't* and *does* are third person singular, and that *were* is the proper form in the second person.

Home Work

Rewrite the following sentences. Make the verbs agree with their subjects. Copy carefully and watch the punctuation.

1. It don't seem right for him to be sent away; he don't seem to be bad.
2. Don't your father think it strange that you was home last week?
3. I heard your mother say that you was to go to the bakery. Don't this street lead there?
4. Mabel don't like me now. You must have told her something when you were with her yesterday.
5. Wasn't you at the dance last night? It don't seem like you to miss a good time.
6. Did you get zero as an answer to that problem you was working? It don't come out that way for me.
7. That don't make any difference to me. You was there and you could have done it for me.
8. If the old car don't fall to pieces, we'll get to Boston by nine. Don't worry. That rattle you hear don't amount to anything.
9. Wasn't you the one who told me that the Holden car don't stop at this corner any longer?
10. That don't belong here. Put it by the chair you was sitting in.
11. Don't she look pretty in her new dress? You was with her when she bought it. Wasn't you?
12. Correcting sentences don't seem hard. But be sure that the punctuation don't get the better of you.

Class Work

Oral Setting-up Exercise: Criticize: "He decided to remain. Which was a very wise choice." "I sold him three, how many did he want?" Name the verbs in the following: Effective doing demands effective thinking.

Rewrite the following passage, selecting proper verb forms:

A game like that (don't — doesn't) arouse any interest. You don't know how slow it was, for you (weren't — wasn't) there. That score of fifty to nothing (doesn't — don't) make good sport. As you fellows (was — were) saying yesterday, it (don't — doesn't) seem worth while to keep that school on our schedule.

AGREEMENT OF SUBJECT AND VERB

DON'T LOSE THE SUBJECT

Students who think carelessly lose the subject when some group of words intervenes between it and the verb. In the following sentences, notice especially the troublesome subjects which require singular verbs; *each, either, neither, every one, any one, some one, no one, anybody, everybody, nobody*. Remember that *one* and *body* are singular, even though such words as *everybody* and *every one* seem to be plural.

Home Work

Rewrite the following sentences, correcting all errors and filling blanks:

1. Every one of the dresses in the window pretty.
2. Carver, as well as his friends, ... attending the game at Harvard.
3. I am happy because the present state of affairs are satisfactory.
4. In these days the framework of our tallest buildings and of our underwater tunnels made of steel.
5. It was a great disappointment to realize that neither of the fellows for whom we voted were elected.
6. Remember that one of the most important things to do are to use your head before you use your pen.
7. Just when you're certain that all errors are easy to correct, you'll probably miss one.
8. Not one of the collection of hats have been identified.
9. One of these sentences, perhaps, not need to be corrected.
10. For some strange reason, nobody among all those fellows certain that each of the experiments were successfully completed.
11. The estate of the late Herbert Wells, including his famous collection of books and pictures, were sold at auction yesterday.
12. Each one of the many baskets of flowers arranged artistically.

Class Work

Oral Setting-up Exercise: Compose two sentences containing intransitive verbs and two containing transitive verbs in the passive voice.

Rewrite the following passage, correcting all errors:

Every one of the many sights bring back memories. Boyhood with its many adventures come back clearly to mind as the old barn with deep mows of hay and dark passages suggest robbers in hidden caves. In the grove behind it we played Indian, and one of my many playmates were nearly scalped by an excited scout. The neighboring pond was our ocean. Our pirate ship, once adorned with banners and flags, still lie in sight. Its rotting and almost formless shape, among a tangle of weeds, tell how long a time have passed since we sailed the Spanish main.

SUBJECT MAY STAND AFTER THE VERB

RIGHT ABOUT! FACE!

Remember that the subject may stand in the latter part of the sentence as well as near the beginning. Find the verb; ask yourself "Who or what is this about?" and you cannot miss the subject.

Home Work

Copy the following sentences. Select the proper person-and-number form to agree with the subject. Correct the errors.

1. There located in northeastern Pennsylvania one of the largest power stations in the state. In it several great generators.
2. In these cool, shady places found several of our rarest flowers. One sort of them are yellow moccasin flowers.
3. There driven into the board a whole box of tacks. To the lucky person who guesses nearest to the correct number is to go the prizes.
4. Here on the tables (lie — lies) a lot of odds and ends. Among them (appear — appears) neckties, scarfs, and mufflers.
5. Lonely and rugged rise the twin peaks. On their summits gleam a blanket of newly fallen snow.
6. In a heap of rock (glitter — glitters) tiny particles of yellow.
7. Here (come — comes) the fellows. On the right (is — are) my chums.
8. There (don't — doesn't) seem to be any book here worth reading. There (is — are) only old biographies and books of travel.
9. In a shop like this (are — is) often found some rare treasures. Once there was discovered in such a place books worth thousands of dollars.
10. On the couch sits my sisters, Jane and Martha. There don't seem to be in either of them much resemblance to me.
11. Clearly across the valley there (come — comes) the sound of a bell and the whistle of a locomotive.
12. Slowly across the plain move a train of covered wagons. On the sides of two has been painted huge emblems.

Class Work

Oral Setting-up Exercise: Criticize the following: "He was a remarkable fellow. One whom all could admire." "This plot of ground with a number of others were sold at auction."

Copy the following passage, selecting proper verb forms:

Onto a huge rock (spring — springs) two Indians. Into the hair of one (is — are) woven feathers and bits of colored cloth. On his face (is — are) daubs and streaks of paint. Hanging to his belt (is — are) a knife and a scalp. Around the shoulders of his companion (is — are) draped a blanket of many colors, and in the man's hand (is — are) tightly held two spears about four feet in length.

SINGULAR SUBJECTS JOINED BY OR AND NOR

ONLY ONE

Two or more singular subjects joined by *or* or *nor* take a singular verb. Notice that *only one* subject is involved in the action indicated by the verb. "Either John or Will is going" equals "John is going or Will is going." *Only one* boy is going.

Home Work

Copy the following sentences. Fill in choices and correct the errors. Remember *don't* — *doesn't* and *was* — *were*.

1. Neither Burdett nor Williams (have — has) won class numerals.
2. I don't remember whether Jerry or his chum were planning to go.
3. In the building of this road neither material nor labor were spared.
4. A nail half driven, a paper hastily scribbled, or a task left unfinished mark the time-server, the fellow anxious to quit work. Either an ideal or a clock set the time for you. Which do you choose?
5. Neither the building nor the site were suitable. A bungalow on a quiet street or an old-fashioned house on a country road were our ideal.
6. Glass or vulcanite break too easily to be used here. Wood or pressed fibre are poor insulating material.
7. On the walls are used either paint or paper. The floors are varnished or painted.
8. A few years ago neither code nor voice were sent by radio. Now even pictures are transmitted by wireless.
9. If brain-power or ambition are lacking, a man will not be great.
10. When an axle or steering-gear break, you may be thankful if a serious injury or something worse are averted.
11. This is a place where no grass or shrub ever live. Either the poor soil or the lack of moisture kill everything we plant.
12. In unpromising, dirty-looking ore are found the silver or gold.

Class Work

Oral Setting-up Exercise: Give two sentences to illustrate each of the following: noun of address, noun in apposition. Criticize: "I sent for the carpenter. The chair being broken."

Revise the following passage, making necessary corrections:

In filling your order one or another of us have made an error. Either a careless reading of your letter or a number poorly written by one of the clerks were responsible for our sending you the wrong article. Of course, neither the manager nor the clerk wish to offend you. At some time to-day there are being sent you the lamp which you ordered or one of a better quality.

ACHIEVEMENT TEST NUMBER 2

A

Classify the following sentences by placing after them in brackets a word to indicate the type: declarative, interrogative, etc. Underline the complete predicate once; underline each simple predicate twice. Mark A, active, or P, passive, over each transitive verb.

Try to do your work quietly. The amount of noise which a machine makes is not a sure test of its efficiency. In the same way, we cannot judge a man by the amount of noise and fuss he makes in doing his daily tasks. How quietly and calmly some people work! They never make a false move. Others fly around, worry about their troubles, and waste their nervous energy in useless talk and motion. Have you ever observed such people? Look about you. You will find them on all sides. Draw a lesson from their inefficiency, and try to be calm. This is a step toward a successful life.

B

Copy the following passage. Underline each exclamatory noun once; underline each noun in apposition twice; underline each noun of address three times.

"Good Heavens, John," said mother, "you know very well that you can't afford a car, another luxury."

"Why not, mother?" said Dad. "I've just sold those bonds, the Iowa Light and Power ones; and this car, a Chevrolet, is very inexpensive. Besides, my old car, the Packard, is worn out. Great Scott, Mary, I can't run that car forever."

"John, you're just like my brother, Walter. You can always find a reasonable excuse to spend money; but, my dear, you can never think of a logical reason for saving it."

C

Revise the following paragraph, correcting each grammatical error:

Neither you nor I were right in our judgment of that property. It don't seem possible that both of us could have been misled; nevertheless, we was wrong. Of course, everybody makes mistakes, but it's too bad that we wasn't more careful. Any one who don't try to dodge the facts knows that that land is worth a million dollars. The house don't matter. Where each of us were wrong was that we didn't see how valuable the location were. Why, in a place like that there is untold possibilities for development! The next time anybody shows me real estate like that, I'll buy if neither the president nor the treasurer support me. The importance of buying land in the path of industrial expansion certainly having been impressed upon me.

AGREEMENT OF CERTAIN PLURAL FORMS

IS IT OR ARE THEY?

Mathematics, physics, economics, news, measles, mumps are plural in form but usually singular in meaning. Therefore these nouns take singular verbs.

Athletics, politics, gymnastics, pains (meaning *labor* or *care*), *statistics, acoustics, tactics* are usually treated as plural.

Means meaning *instrument* or *opportunity* is usually singular. "My means of escape was a ladder."

Means meaning *resources* or *wealth* is plural. "My means were exhausted."

Home Work

Copy the following sentences, putting the verbs in the correct number. WATCH THE SPELLING!

1. The news (come — comes) to us that measles (is — are) spreading.
2. Athletics (was — were) in bad condition at Ivy College.
3. Many pupils find that physics (is — are) a difficult subject because mathematics (are — is) involved in working the problems.
4. Blackwell's means (was — were) nearly exhausted.
5. Our statistics (show — shows) that gymnastics (is — are) valuable.
6. Your tactics (has — have) not helped you. More pains to do your work (are — is) sure to get you farther than bluffing.
7. The acoustics of the building (was — were) very good.
8. Statistics (tell — tells) us that athletics (cause — causes) the injury of comparatively few competitors.
9. Mumps (have — has) caused the closing of several schools.
10. Economics (are — is) a study in which mathematics are involved.
11. Pains (are — is) taken to see that no means of escape (are — is) left.
12. Athletics frequently (involve — involves) a sort of competition that gymnastics rarely (promote — promotes).

Class Work

Oral Setting-up Exercise: Compose four sentences with singular subjects connected by *or*, and standing after the verb.

Take from dictation, choosing the correct forms of the verbs:

When enough pains (is — are) not taken, measles (are — is) sometimes a fatal disease. Mumps (are — is) painful but not so dangerous. Should you consider athletics a disease? Statistics of your own school probably (show — shows) that many students have been so afflicted by athletics that they could think of nothing else. Mathematics or physics (are — is) often endured with discomfort by some students, and politics sometimes (become — becomes) unhealthy for older people. Now that you have finished the exercise (are — is) acoustics a disease or not?

FORMS RESULTING FROM FAULTY ARTICULATION

THEY DO NOT EXIST

Careless speakers say *might of*, *could of*, *should of*, for *might have*, *could have*, *should have*, etc. Then they more carelessly use these freakish forms in writing. Let's get rid of them now.

And with them, let's chase out *hadn't ought*. *Ought* has only the present tense. Conjugate it, and remember never to combine *had* or *hadn't* with *ought*.

Home Work

Copy the following sentences. Fill in the blanks and correct errors.

1. On the last test I might made a good grade. I (ought not — hadn't ought) to have omitted the last question.
2. A careful driver could of avoided the accident. In fact, any man with two good eyes had ought to have seen the train coming.
3. Jim's suit should been pressed a week ago. It must of looked then as if it had ought to go to the tailor.
4. After the accident you couldn't recognized my car.
5. I might of been disappointed, but I oughtn't to have shown my feelings.
6. We could been accommodated at the hotel, although I think we shouldn't of liked an attic room.
7. Twenty men must of passed the shop before one noticed the old sign.
8. Yes, I could bought the other dress for half the price I paid for this. Perhaps I (hadn't ought — oughtn't) to have spent so much.
9. Did you ever think that the thing you could of bought for half the price would probably of lasted less than half as long?
10. The train I could taken left while I was buying a paper.
11. You hadn't ought to have done that. You might of been hurt.
12. You may copied this page correctly, but you hadn't ought to hand in your paper without checking the spelling and punctuation.

Class Work

Oral Setting-up Exercise: How is the subject of a sentence found? Give three declarative and three interrogative sentences with the subject standing after the verb.

Copy the following paragraph. Fill blanks and make choices.

Four months ago the building could been bought for half the price the committee must paid for it last week. In fact, they might purchased it last month for a more reasonable amount. When the city is so poor as it is now, they shouldn't acted without the consent of the mayor. The purchase may been made in good faith, but the committee (hadn't ought — oughtn't) to have been hasty after so long a delay.

LIE OR LAY

VERBS COMMONLY CONFUSED

Learn the principal parts: *lie, lay, lain; lay, laid, laid*.

Lie is intransitive; there is no object. Remember that *lie, lay, lain* is used if the action is not done to anything. *Lay, laid, laid* must be used if anything is acted upon.

Home Work

Copy the following sentences, using the correct forms. Be sure to notice whether the subject is merely doing the action, or *doing it to something*, the object.

1. I am going to (lay — lie) down for a while. If you want to rest, you may (lay — lie) on the couch.
2. His clothing was (laying — lying) on the floor; the boy himself (lay — laid) fast asleep on the bed.
3. I (lay — laid) my watch on my dresser before I (lay — laid) down.
4. When the body was found (laying — lying) in the woods, a physician said that the man had (laid — lain) dead for days.
5. (Laying — lying) unnoticed on the shelf was my purse, just where I had (laid — lain) it yesterday.
6. At his words I (laid — lay) my book down and went to the bed where he was (laying — lying).
7. A bed of quicksand (lays — lies) under the road where the workmen are laying those stones.
8. Was your ring (laying — lying) here when you (lay — laid) down?
9. You laid your money on the table; I saw it laying there.
10. If you had lain a blanket on the ground before you lay down, you would not have caught cold from laying there.
11. When the old dog saw its master laying near, it crawled to him and lay down beside him.
12. Lay down! He can't see you if you lay still.

Class Work

Oral Setting-up Exercise: Give three sentences with compound subjects connected by *either — or* or *neither — nor*. Find the subjects in "There sat Colonel Brown just where Walter and I had left him."

Copy the following paragraph, making the necessary choices and changes:

My traps have (laid — lain) around so long that they are rusty. I shall have to put some oil on them and let them lay here for a few hours before I clean them. Just let your stuff lay in my room until we are ready to start. See that everything we shall need is laying ready for the trip. Then lay down and get some rest.

SIT AND SET—REVIEW OF LIE AND LAY

MORE VERBS OFTEN CONFUSED

Review the principal parts and uses of *lie* and *lay*. Learn these principal parts: *sit, sat, sat; set, set, set*. Like *lie*, *sit* is intransitive. *Set* is transitive; the action which it expresses must be done to something.

Home Work

Copy the sentences, making choices and necessary changes. Do not use the verbs *lay* or *set* unless the action is done to something.

1. I'll (set — sit) here and wait for him. He can't be far away, for his hat is (laying — lying) here.
2. We must find where she has (laid — lain) the key. It used to (lay — lie) here over the door.
3. I have (set — sat) here alone so long that it seems good to have some one come to (set — sit) and talk with me.
4. That dog can't be taught to (sit — set) up. He'd rather be (laying — lying) beside the stove asleep.
5. On the stand (set — sat) an old vase that had been found (laying — lying) in a heap of rubbish in the cellar.
6. Can't you (sit — set) still and let your book (lay — lie) open on the desk?
7. He set down his bundles and laid there beside me.
8. Don't leave your books laying around. Lay them in the desk, where they belong.
9. This chair doesn't set evenly. It seems to be laying over toward one side.
10. Lay down again! He can see your head when you set up.
11. Can you find a place to set down? John has left his clothes laying all over the room.
12. Carter laid down with a groan of pain; he couldn't set up any longer.

Class Work

Oral Setting-up Exercise: Are you still using *and* to connect all your sentences when you recite? Use *lying* and *laying* correctly in sentences.

Revise the following paragraph:

The cap lying beside the fence must be Harry's. I saw it laying on the floor in his home yesterday. It laid just beside the chair in which I was sitting. I remember setting there and wondering why Harry had left it laying around. Probably he sat here this afternoon and laid it beside him. Then he went off and forgot it.

AN OPPORTUNITY TO LEARN IMPORTANT FORMS

THREE MORE TROUBLESOME VERBS

Learn these principal parts: come, came, come; sing, sang, sung; break, broke, broken. Do not use *come* or *sung* as past tenses. Do not use *had broke* for *had broken*.

Home Work

Supply the correct forms as you copy the sentences. Read the sentences aloud; train your ears. There are some errors in the sentences. Correct them; train your eyes.

1. When I home, I found that some one had (broke — broken) into the house.
2. I sung for all I was worth; but no matter how loudly I sang, the prize never come to me.
3. Willard (come — came) to the meet, although he had broke his arm in a race the day before.
4. The wind had broken my antenna, and nothing come in last night. I was disappointed, for I had expected to hear our club when they sung.
5. Ed (come — came) to the match with his arm in a sling, for he had it the day before.
6. The wind (came — come) up during the evening and made so much noise that we could hardly hear Gertie when she (sung — sang).
7. The paper didn't come. Do you know how the game come out?
8. We come up on the stage and sung our chorus.
9. Jim (come — came) over, and we sung everything we knew.
10. During the afternoon a limb had off the tree. It lay across the road when we come home.
11. I should have (come — came) if my car had not broke down.
12. Surely Henry (come — came) home an hour ago. I'm sure that I saw him when I come in from school.

Class Work

oral Setting-up Exercise: Use *lay*, *laid*, *sat*, *set*, *sitting*, and *setting* correctly in sentences.

Take the following passage from dictation, choosing the correct verbs:

Each club (come — came) up on the stage in turn and (sang — sung) first a song which it had chosen. Then each one (come — came) again and (sung — sang) the prize selection. Then the clubs (come — came) on for a third time and each (sang — sung) one of its college songs. When the judges gave their decision, it was found that the winner had (broke — broken) the record for the highest number of points.

USE THE PAST PARTICIPLE CORRECTLY

FOUR BAD ONES

Done, run, begun, gone are past participles. Do not use them for the past tenses: *did, ran, began, went*. Be careful not to misuse the past tense for the past participle in *had begun* and *had gone*. Conjugate the past, the perfect, and the past perfect tenses of each of these verbs. Practice *hearing* the tenses correctly.

Home Work

Copy the following sentences, using the correct forms:

1. We found that the gasoline had (began — begun) to leak.
2. "Now you've (did — done) it!" screamed Mary as Ann (run — ran) the car into the garage door.
3. Having (ran — run) past, Martin (began — begun) to slacken his pace.
4. "I have (went — gone) into the old house lots of times; I'm not afraid," bragged the small boy. "When you saw me coming away, I just (run — ran) because I wanted to get home before the storm (began — begun)."
5. With the aid of the ditch-digger four men (done — did) the job that forty men who had (went — gone) on strike had (began — begun).
6. When the candy has (begun — began) to thicken, take it off the fire.
7. Ten years have (gone — went) since they (began — begun) this building.
8. They (done — did) all they could, but the car (ran — run) away.
9. The sun having (began — begun) to dry up the garden, the hens (ran — run) out to pick up the worms crawling about.
10. Tim's homer (did — done) the job; the game which had almost (went — gone) to our opponents was ours.
11. Although the girls had (gone — went) ten miles on foot that day, they (run — ran) about the camp and (done — did) the chores willingly.
12. I (done — did) all the work and (run — ran) out to meet the fellows before my brother (began — begun) to realize that an hour had (gone — went) by while he was loafing.

Class Work

Oral Setting-up Exercise: Give five interrogative sentences using *don't* and *doesn't* correctly.

Take the following passage from dictation, making proper choices:

"Well, I (run — ran) away. Every day I (done — did) all the jobs the farmer told me to do. Then one afternoon, after I had (gone — went) all over the place looking for a calf that had (run — ran) away, he beat me because I couldn't find it. When I (begun — began) to talk back to him, he beat me harder. Finally, he sent me to bed. At midnight I sneaked down, opened the door, and (run — ran) away."

CAN AND MAY

CARELESS CONFUSIONS

Can I means *Am I able*. *May I* means *Have I permission to*. *Can* (past tense *could*) indicates that its subject *is able* to do something. *May* (past tense *might*) indicates (a) permission, (b) possibility, (c) wish.

a. You *may* take the car to-night. I said that he *might* go.

b. He *may* decide to run. She thought that she *might* like the dress.

c. *May* you succeed!

Home Work

Become a critic. Make each of the following sentences express what the author intended. *Caution*: copy apostrophes carefully.

1. Scrubby ought not to be tied up so long, mother. Can I let him loose?
2. Grace, can you make this skirt hang straight? I can't. Can I look in your glass and see how it hangs?
3. Can you do the algebra for to-morrow? I can't get half the problems.
4. May I have some water for my car, madam? I must fill the radiator, or I can't go much farther.
5. Can Nat go with me, Mrs. Riley? And can he take his camera if we are careful not to lose it?
6. Get back as soon as you can. You can go to Mabel's home afterward.
7. Can I ask you to keep your eye on this sentence? You may find an error in it which you can correct.
8. "Hey, Red," shouted Sam, "can I borrow a dime? I can just make my car if I don't have to go back to the house."
9. We may drive over to see you on Sunday if we can get our car to run.
10. "Come on Blacky," called Rod. "Your mother said you could go."
11. I said that you could sleep late. Couldn't you understand me?
12. Can I ask you one more question? Did William promise that I could go?

Class Work

Oral Setting-up Exercise: Compose interrogative sentences to illustrate the correct use of *lain*, *set*, *laid*.

Take the following from dictation, making proper selections of *can* — *may*, *could* — *might*:

(Can — may) I have your permission to attend the game? I (can — may) just catch the car if I (can — may) start in five minutes. John said that his mother told him yesterday that he (could — might) go. (Can — may) I call him up now and tell him to wait for me? Father told me yesterday that I (could — might) earn a half-dollar by doing an errand for him this afternoon. That will pay for my ticket, for I (can — may) do the errand on my way home.

ACHIEVEMENT TEST NUMBER 3

A

Underline the complete predicates once and the simple predicates twice. Place in brackets after each sentence a word to indicate the type (declarative, imperative, etc.).

Possibly you will find this short review of predicates tiresome. However, you may, if you are a good student of English, review the passage quickly or omit it entirely. Do not underestimate the passage, though, for predicates are important. Treat them not too lightly. The best of students do, at times, overlook part of the predicate. Then, too, may I be so bold as to suggest that this passage, simple though it may seem, will, if you study it thoroughly, refresh your knowledge of verbs and types of sentences.

B

Copy the following passage, correcting each grammatical error:

The council should of approved the bill. Of course, we really hadn't ought to have allowed the committee to report; but the matter had laid on the table so long that we couldn't just set around and do nothing. To be sure, we might of gone ahead without the council's sanction; but that would of broke a precedent. Our best means of getting action were to debate the question in open meeting. I suppose, knowing politics is queer, that we could of expected some opposition; but not until the meeting had actually began did we realize that we had ran into serious trouble. And can I call your attention to the fact that we can expect this sort of government as long as capable people set around and do nothing. We can't lay around and let others run our government for us. We had ought to wake up and insist that such tactics as the council used is a crime. May such a situation as I have described never confront us again.

C

Copy the following passage, correcting all errors. Underline exclamatory nouns once, nouns in apposition twice, nouns of direct address three times.

We decided to return to Milton, the nearest town. The storm being over. We could of gone to Norton, the small town just to the north of us. However, we were not familiar with the road, and we thought we hadn't ought to take any chances. We road along for a time. We rode quietly. We rode about five miles. Then suddenly Walter said, "Jack, stop the car. Can I take your flashlight?" We got out of the car. We looked hastily around. Neither of us were able to speak for a moment. "Great Heavens!" said Walter finally, "it's the same place that we started from!" You may imagine how we felt.

SHALL AND WILL

WORDS OF DISTINCTION

One of the most quickly noted marks of an educated person is the correct use of *shall* and *will*. *Shall* is used in the first person (with *I* and *we*) and *will* in the second and third persons (with *you, he, she, it, they*) to express simple futurity, to say merely that something is going to happen at a future time.

Practice saying *I shall*. Don't mind the stiffness; a new word, like a new pair of shoes, must be broken in before it feels comfortable.

Home Work

Fill the blanks with the proper form. Read the sentences aloud. REMEMBER AGAIN: *Make your eyes and your ears* learn the correct form.

1. I go on Thursday. You fellows, I suppose, ... start then.
2. You find everything you need here. I be back soon.
3. Twenty years from now we look back on these days with pleasure.
4. It not be wise to expect this weather to continue. I not be surprised if we have more snow.
5. I never forget that man, even if I live to be a hundred.
6. Probably I meet you again soon. I be sorry if I do not.
7. If we listen carefully, we be able to hear the bird. Even then, however, we probably not catch sight of him.
8. I be at home again within an hour. You find Mary waiting for you in the house.
9. You overtake me, for I not be traveling fast.
10. To-night I be in Cambridge. You probably find me at the Georgian, for I dine there.
11. If you read the book, I be interested to know what you think about it. I not spoil it for you by telling more about the plot.
12. This time, I suppose, I have to forgive you. In the future, however, I am not sure that I be so lenient.

Class Work

Oral Setting-up Exercise: Conjugate the future and future perfect tenses of *come, go, send, have, call, read, walk*, in the active voice.

Copy the following passage, filling blanks and making selections:

I (shall — will) be exceedingly glad to have you with us. All of us enjoy your company, and I am sure that you not regret the money which you spend on the trip. I have told you that we be gone a week. In that time we see some beautiful country. During most of the nights we camp in places provided for tourists. Consequently we not have to spend much money. We meet your train on Thursday if you come.

WILL TO EXPRESS DETERMINATION

WHEN *I WILL* IS CORRECT

We have just learned how to say that something is going to happen in the future without any effort of ours. Now, when you use your mind or your *will* to make it happen, the forms *I will* and *We will* are correct. *Will* is used in the first person and *shall* in the second and third persons to express *promise, determination, consent, willingness, or threat*. Study these examples:

IT IS GOING TO HAPPEN

I shall go at noon.
I shall be at home.
I shall see you at four.
You will regret this.

I USE MY WILL TO MAKE IT HAPPEN

I will meet you at noon (promise).
I will not be cowardly (determination).
Yes, I will help **you** (consent).
You shall pay for this (threat).

Note: When willingness is expressed with an adjective, use *shall*: "I shall be glad to go." With an adverb use *will*: "I will gladly go."

Home Work

Copy the following sentences, filling in the proper forms of *shall* and *will*:

1. I not fail, I promise you. You not regret trusting me.
2. You not go to-day, I tell you. I keep you busy at home.
3. She never know how she has hurt me.
4. I meet you at six. Rely on me, for I not disappoint you.
5. "I not allow it," cried my mother. "He not go."
6. When the day comes, I very likely be glad.
7. We gladly listen to your story; but until it is told, you remain under guard.
8. A coward? I not be one! You be proud of me!
9. You have the cookies, little man. I provide them.
10. James willingly do the work for you. I tell him to.
11. You be amazed. Indeed, you scarcely recognize him.
12. Can you remember to say "I" about something that is going to happen, and "I" when you express determination or promise?

Class Work

Oral Setting-up Exercise: Use *may* and *might* to express permission, possibility, and wish. Give the principal parts of *lay* and *lie*.

Copy the following passage, filling the blanks with *shall* or *will*:

You not go, for I not allow it. Just now you are angry at me, but you soon feel more kindly. As soon as you build the fire, we sit down by the fireplace and I read you a story. Probably by the time we have done that, father be home. Then we have supper.

THE USE OF *SHALL* AND *WILL* IN QUESTIONS

FACT, PROMISE, OR DETERMINATION

When you are asking a question, use *shall* regularly in the *first person*. In the second and third persons, use *shall* if you expect *shall* in the answer, and *will* if you expect *will* in the answer.

QUESTION

ANSWER

Shall you leave to-morrow?	I shall leave to-morrow (fact).
Will he come with you?	He will come with me (fact).
Will you write to me?	I will write often (promise).
Shall he be admitted?	He shall not be admitted (determination).

Home Work

Supply the correct forms in the following sentences. Before you write, review the last two lessons. *Think* whether the answer is to be a statement of fact, or of promise or determination.

1. you promise to repair that window to-morrow?
2. you be at the meeting this afternoon? We attend it.
3. I buy anything for you while I am abroad?
4. a careless driver be fined, or he be imprisoned?
5. you see me if I call on Wednesday? I be in your city.
6. you declare on your honor that you know nothing about this?
7. they return for dinner? Father want to see them to-night.
8. you attend the concert this evening? I buy the tickets.
9. I go now? Perhaps I tire you if I stay longer.
10. you buy a new car this year? I can promise that I give you a good price if you do.
11. you be afraid to go home alone?
12. you remember the question marks on this paper, or your paper be a failure because you have been careless?

Class Work

Oral Setting-up Exercise: Criticize: "Mr. Bolton having gone." Explain how to find the subject of a verb. Compose five short sentences in which *I shall* or *we shall* is correctly used.

Copy the paragraph and fill the blanks with the proper verb form:

. you drive to Milford to-day? I have a package which I ask you to take for me if you I cannot go, for we need something to eat to-morrow, and there be nothing on hand if I do not stay at home and bake. If you go, ... I expect you back early, or you remain for the dance? Please tell me as soon as you can what you do.

THE USES OF *SHOULD* AND *WOULD*

LIKE *SHALL* AND *WILL*

In the sentences which we most frequently use, *should* and *would* follow the rules given for *shall* and *will*. In simple statements of fact, use *should* in the first person and *would* in the second and third persons. When any sort of determination or willingness is expressed, use *would* in the first person and *should* in the second and third. In questions, follow the rules for *shall* and *will*, using *should* and *would* as you expect them in the answers.

Home Work

Fill the blanks correctly with *should* or *would*. Think carefully. Are you merely asserting that something is going to happen? Are you expressing determination or willingness? Is the answer to your question merely to state a fact, or to express determination, promise, or willingness?

1. I not be disturbed if it rains this afternoon, for I stay at home and write some letters.
2. you be willing to have me use your coat? I be very glad if I might borrow it.
3. If I try that stunt, I certainly break my neck.
4. We never agree, for we be ashamed to make such terms.
5. you drown if the canoe overturned? Or you be able to swim to shore?
6. you advise me to buy some more material? I think that three yards be enough.
7. We regret your going. It be pleasant to have you stay.
8. I like to have my friends invited. you be willing?
9. you let me refer to you if I apply for the position?
10. you be offended if I were to refuse? I prefer to go home.
11. I gladly sell the pup. I be happy to get rid of him.
12. you like to write well? Then you resolve to speak well.

Class Work

Oral Setting-up Exercise: Write three sentences beginning with *here* or *there* and having the subject *after* the verb. Define and illustrate *common*, *proper*, *abstract*, and *collective* nouns.

Copy the following passage, filling in the blanks correctly with *should* or *would*:

. you be alarmed if you were to see a ghost? I do not believe that I
In fact, I believe that I rather like the experience. Where you advise me to look for one? you expect to find it in the open or in a building? it wear modern clothes, do you suppose; or you imagine it clad in a robe? I do not expect to find one. If I, I tell it to wait for you.

CORRECT USE OF THE PAST PERFECT TENSE

PAST OR PAST PERFECT

When you are writing in the past tense, use the past perfect to express some previous occurrence.

Example: After we *had waited* there for a time, we *saw* the guide approaching us. (We *had waited* previous to the time when we *saw* the guide.)

Home Work

Copy the following sentences, correcting tenses wherever it is necessary to do so:

1. When the young man remarked that something was trembling on his lips for months, the young lady advised him to go to a barber.
2. Rastus complained that he was so sick for months that he looked in the casualty list every day to find his name there.
3. Not long after the storm died down, we were on our way again.
4. After the meal was eaten, we tumbled into bed.
5. When the teacher explained that we are kept on the earth by the law of gravity, one student asked how we stuck there before the law was passed.
6. The road between Wellsboro and Wolfville was familiar on the previous day. On the return trip, however, it seemed totally changed.
7. The climb up the mountain was accomplished in less than two hours. Now we sat enjoying the view from the summit.
8. I foolishly decided hours before this that I would push on to the next town before stopping to spend the night.
9. I wondered what sort of reception I should receive. The report which preceded me was not flattering to my ability as a student.
10. The tramps evidently enjoyed a good meal the night before. We found our little supply of provisions reduced to a few empty cans.
11. After I had spent my time correcting ten sentences, I was sure that I could find every error. Was I right?
12. Two hours before, I was completely lost. Now I was safely at home.

Class Work

Oral Setting-up Exercise: Ask five questions using *shall* and *will* correctly.

Copy the passage, revising when necessary:

I just began to feel at ease when the door opened and a ragged, ugly-looking man stumbled in. After he looked around the cabin, he glanced at me but said nothing. Straight across the room he went and helped himself to the food I placed on the shelf. After he ate to his satisfaction, he turned to me and grunted a word of thanks. Then he peered from the window, pulled his hat farther down on his head, and went out as quickly as he came in.

AFFECT AND EFFECT

PRONOUNCE THEM CAREFULLY

Affect and *effect* have different meanings. Learn them. Then practice pronouncing the words distinctly.

Affect means (a) *to influence*, (b) *to assume*.

a. Cold weather affects me. b. He affects a monocle.

Effect, as a verb, means *to accomplish* or *bring about*.

I shall effect a change in my occupation.

Effect, as a noun, means *result* or *consequence*.

The effect of the weather is noticeable.

Home Work

Fill the blanks with the proper words as you copy the sentences. Keep pronouncing the words distinctly as you write.

1. Floyd very brilliant neckties. The of these under his studious face is amusing.
2. Damp weather the drawers of this dresser. The of this on my temper is always bad.
3. We wonder what will be the if girls continue to the clothing and manners of their brothers.
4. I tried to a change in his spelling, but with little
5. Do you like the of that yellow dress with her sallow complexion?
6. The of sprinkling this metallic powder on a wood fire is amazing.
7. Does the weather you? I have noticed no unpleasant
8. The dye placed in a hole in the tree the color of the wood.
9. Never the manners of some one else. The of doing so is likely to be ridiculous.
10. The of the music was very noticeable; it everyone.
11. Keep yourself neat; the on your self-respect is worth the effort.
12. That colored lamp me most unpleasantly.

Class Work

Oral Setting-up Exercise: Compose three sentences containing subjects connected by *either — or*, or *neither — nor*.

Take the paragraph from dictation, inserting *affect* or *effect*:

Plants grown in good soil show the of their advantage. Poor soil the size not only of the plants themselves but also of their fruit. Similarly our minds are by what they feed upon. If you wish to a more rapid mental growth, consider the on your mind of the reading which you are doing. You are by it, whether you think so or not. Then consider what you desire, and secure that, in part at least, by what you read.

LOSE AND LOOSE

THINK WHAT THEY MEAN

Lose and *loose* are among the most troublesome words that we have, largely because they are similar in sound. Be careful to learn what each word means, and to pronounce them with great distinctness. Each time you write, think what the word means.

Lose means *part with accidentally*.

a. Did you *lose* your money?

Loose, the verb, means *set free*. *Loose*, the adjective, means *not tight*.

a. John, please *loose* that dog. b. The handle is *loose*.

Home Work

Fill the blanks correctly as you copy the sentences:

1. If that spare tire comes again, we may it. Fasten that strap around the top of the tire; it seems
2. His clothes are so that it seems as if he may them.
3. Do not carry money in your pocket; you may easily it.
4. A shoe lace tripped me and made me my train.
5. Do not let your papers lie around It will cost extra work if you them.
6. If he does not discover that the bumper is, he may it.
7. Did you your ring? I noticed that it seemed very
8. A shoe has made more than one man a race.
9. More than once a connection in my radio set has caused me to a good program.
10. The very thought of that trip makes me all my good nature for the rest of the day.
11. Martin, please the dog. He should run for an hour.
12. If the crystal of my watch were not so, it probably would not time so badly.

Class Work

Oral Setting-up Exercise: Give three sentences in which *should* is correctly used. Give three more in which *would* is used after the first person.

Take the paragraph from dictation, filling blanks correctly:

If you the dog from his leash and allow him to run, you may him. Just now there are several cases of rabies in the city, and all dogs are taken to the pound. Then their owners must pay a fine or their pets. Although enforcement of the law has been rather in the past, I should not take a chance on a valuable pet just now.

USE OF THE SUBJUNCTIVE MOOD

IT ISN'T A FACT

The subjunctive mood is used chiefly in expressing suppositions or concessions which are doubtful, or which are contrary to the facts as we know them. Notice the examples:

- a. If this *were* gold, I should be rich. (Supposition contrary to fact; it is not gold.)
- b. Though he *were* present, I should still say this. (Concession contrary to fact; he is not here.)
- c. He acts as if he *were* crazy. (Condition contrary to fact; he is not crazy.)
- d. If he *was* here, I did not know it. (Indicative *was* is correct. You merely state a fact; you do not doubt his presence, nor do you suppose something which you know is not a fact.)

Home Work

Fill the blanks and correct errors. Remember that the subjunctive is always used after *as if* and *as though*. Watch punctuation.

1. If he coming, he would have told me.
2. I should be happy if he here.
3. Though he to be unkind to me, I should still trust him.
4. If any one else to act as if he insane, I should be alarmed.
5. It seems as if Bunney always studying.
6. I don't know what I should do if I was to get a letter to-day.
7. Perhaps mother was there. If she was, however, I did not see her.
8. The ball sped as if it going to drop for a three-bagger.
9. If nose-rings to come into style, doubtless half the college youths would feel as if they behind the times, ... they to appear in public unornamented.
10. If I was in your place, I should feel as if I was obliged to go.
11. It seems as if this path was seldom used. I wish it plainer.
12. It seemed as if the sky made of black velvet.

Class Work

Oral Setting-up Exercise: Conjugate the imperfect subjunctive of *go, come, sit, wait, think, call*, active voice, progressive forms.

Revise the following paragraph:

If I was you, I should not start to-day, for it looks as if it was going to rain. (Was — were) any one going with you, or if that car was easier to handle, the weather would not matter so much. However, when that clay road to Millville is wet, it is as hard to drive a car on it as if it was a banana peel.

ACHIEVEMENT TEST NUMBER 4

A

Copy the following passage, correcting each grammatical error:

The affect of your plan will not be known until April. Then we shall take account of stock, and we will try to determine just how your policies have affected our business. Your proposals shall be judged entirely by their effects. I will not try to prophesy, but it shouldn't surprise me if you would get an unfavorable report. I am sure that the changes affected by your ideas shall produce good results. Be patient and do not loose courage. I will write as soon as I have definite information.

B

Copy the following passage, correcting each grammatical error:

If I was you, I would go to the mountains. I will tell you why: The effect of salt air on your lungs will be harmful; mountain air will not effect you injuriously. I will go to Mount Monadnock myself next week, and I shall be delighted to have you go with me. We will climb all the trails, and we will camp in the open. Together we shall be less likely to loose our way. Such a vacation will certainly affect a great change in your health. Shall you go with me? Good! If it was possible to do so, we'd go at once.

C

Revise the following passage. Underline each transitive verb. If you find a noun in apposition, underline it twice.

"I think," said my young friend Leber, "that we hadn't ought to review so much. It makes me loose my interest. Which even you admit effects a person's style."

"Leber," I replied, "set down. I will not deny that interest is important, but so is accuracy and good taste. Neither can be overlooked. I should of been a better writer myself if I had of been taught these facts. When I was young. If I was you, I'd review and review, until you may say that you write with precision. A person don't want to set around and worry about how interesting he is until he may write a correct sentence. A clear and complete sentence. I will pay more attention to your protests about reviews when you have affected an improvement in your diction. You see, we'd ought to consider all sides of this question. A very important question. Now, isn't it?"

PREDICATE NOMINATIVE

DOES IT REFER TO THE SUBJECT?

A *predicate nominative* is a noun which follows the verb and means the same as the subject or explains it. An adjective used in the same manner is called a *predicate adjective*. For example: "This is the *test* of your work." "His eyes are *blue*." *Test* is a predicate noun; *blue* is a predicate adjective.

It may help you to know that predicate nouns and predicate adjectives usually follow *copulative verbs* like *is, was, become, seem, feel, sit, stand, remain*; or, *passive factitive verbs* like *was elected, was appointed, was considered, was regarded, was judged*. Memorizing these verbs, however, is not a substitute for thinking. The important test is DOES THE WORD MEAN THE SAME AS THE SUBJECT OR EXPLAIN IT?

Home Work

Copy the following sentences, underlining each predicate noun and predicate adjective:

1. He is an excellent leader, and I am glad that he was appointed captain.
 2. This is a serious question, but it is not too difficult for consideration.
 3. "To be or not to be, that is the question."
 4. She became ill soon after we left shore, for the storm was severe.
 5. To move over there is not wise; the house is too small.
 6. Soon it was announced that Harry had been elected president.
 7. Your task is merely copying letters, but the work is very important.
 8. This is a fact still to be demonstrated in my own life.
 9. The old house is painted yellow; nevertheless, it is very attractive.
 10. As he lay sleeping quietly, there was little evidence that he felt ill.
 11. Sad to relate, he has not been a success in his chosen career.
 12. It is a fact, then, that a predicate nominative is a word which stands after the verb and which, like the subject, is in the nominative case.
- Now you understand why we say, "It is I."

Class Work

Oral Setting-up Exercise: Explain what you mean by the predicate of a sentence and tell how to find it. Give a sentence containing a compound subject and a compound predicate.

Take from dictation and underline the predicate nouns and adjectives:

It is, of course, a well-known fact that there was a general protest when Mr. Winter was appointed manager. He was considered too young for the position, and to most people he seemed unqualified by experience. However, I can assure you that his work has been very successful. Only yesterday, Mr. Stevens, who is our president, said, "Winter is a man of remarkable power; he is efficient, original, and enthusiastic."

THE DIRECT OBJECT

IT RECEIVES THE ACTION

A direct object is a *noun* construction which completes a *transitive active* verb. (See page 119.) It is the name of the person or thing which is *directly acted upon by the subject* of this verb. For example: "He broke his pencil." Why is pencil the direct object? For two reasons: (1) The verb *broke* is not complete in sense until you add its object, *pencil*; (2) *Pencil* is acted upon directly by the subject, *he*.

To find a direct object, first find the verb; then locate the subject; then find the word or words which receive action from it. "I asked permission." *WHAT* did *I* ask? *Permission*. *Permission* is the direct object.

Home Work

Copy the following sentences. Underline the direct object of each transitive active verb. Be careful not to find objects of *is*. No person or thing in this world has yet been *ised*!

1. Thompson shook his head and turned away as if he refused the work.
2. Your refusal makes more work for me than I ought to carry.
3. I like your singing, but you must not disturb my sleep.
4. Circumstances have aided him; yet I admire his fearlessness.
5. He collects bills with a promptness which indicates a prosperous future.
6. As we entered the cave, I noticed only the stillness there.
7. The treasurer refused the check, although I identified Harry as a friend.
8. When we measure a line of poetry, we divide it into "feet"; therefore, a foot is one of the units of which a line is composed.
9. Your theory defines the origin of language, but it throws no light on the question of its development.
10. We won because our quarterback used his brains as well as his brawn.
11. In certain states, the law does not allow the sale of tobacco.
12. If you have asked *what receives the action*, you have probably located the objects in this sentence.

Class Work

Individual Setting-up Exercise: Use *can* and *may* in sentences. Define and illustrate a predicate nominative, an abstract noun, a noun in apposition.

Take from dictation and underline the direct objects:

Life insurance companies believe that a satisfied state of mind depends on material security. One large company prints a book called "The Satisfied Mind." When I showed it to my old friend, Ripley, he pounded his desk and laughed heartily. "Take it away," said he. "It takes a lot of living to learn that a man who confuses his mind with his pocketbook is a fool!" Despite Ripley's remark, however, I envy the man who doesn't need to worry about cash.

THE INDIRECT OBJECT

RECEIVING THE ACTION SECOND-HAND

An indirect object is a noun or pronoun which indicates to whom or for whom an action is done, without using the word *to* or *for*. Act out the sentence, "I gave him a dime." The dime receives the action directly as you hold it out (direct object). *Him* receives the action second-hand as the dime is passed to him (indirect object). If you remember how often we need to indicate *to whom* or *for whom* we give, ask, send, pay, etc., you will have a great respect for the indirect object. Do not confuse the indirect object with a word preceded by *to* or *for*, and remember that it is always found with a direct object.

Home Work

Copy the following sentences. Underline each noun or pronoun used as an indirect object.

1. As a reward for his work, Edward's father bought him a runabout.
2. As our share of the fund, we gave the Y.M.C.A. a check for fifty dollars.
3. Mother made me, bless her heart, a pair of silk and wool mittens.
4. Jordon and Company sold me my first dress suit.
5. If you dislike my plan, Mr. Rogers, show me a better one.
6. I gave him advice which he needed: "Start over and pay as you go."
7. "You are," I told her, "the prettiest woman of my acquaintance."
8. I assigned James four pages of spelling; but his chum, I am sorry to say, told him that the assignment was punctuation.
9. When I traded in my old car, the Tuller Company allowed me but half its actual value.
10. The boys always affectionately gave him the name of "Pop."
11. The chairman read us the report and asked for comments.
12. We asked Jordan to explain, but he merely gave us a stupid stare.

Class Work

Oral Setting-up Exercise: Use correctly in sentences the present tense of *lie*, *lay*, *sit*, *set*. Distinguish between *lose* and *loose*, *affect* and *effect*.

Take this passage from dictation and underline the indirect objects:

Three shrill blasts gave us warning of the fire at Willard's Corner. The chief told Jameson to take the chemical wagon and go ahead. He assigned me the task of finding the fire department. The department consisted of three men in addition to the chief and myself. I found Jones and told him to hurry. I located Jenks and showed him how to reach the fire. I hastened to Perkins and gave him the impression that the fate of the town depended on speed. Thus the department finally assembled and gave the neighborhood an exhibition of valor.

Uncle Ed tells this story annually, and always adds with a chuckle, "Of course, the fire was out when they arrived, but that was only a minor detail."

ADJUNCT ACCUSATIVE, OBJECTIVE COMPLEMENT, OR PREDICATE OBJECTIVE

ONE OBJECT NOT ENOUGH!

Some verbs like *make, choose, call, judge, think, create, regard, and consider* take two objects. This second object has the distinction of being called more names than any other construction in our language. Many people, however, call it an *adjunct accusative*. An adjunct accusative is a *second object*, a noun or an adjective which *explains the direct object*. To illustrate: "The boys elected him *leader*." *Whom* did they elect? *Him* (the direct object). And they elected *leader* (the added object, or adjunct accusative). Have you noticed that *leader* modified *him*? *Second object explains the direct object* — these are the keys to the adjunct accusative.

Home Work

Copy the following sentences. Underline the direct objects once, and the adjunct accusatives twice.

1. Last summer the selectmen appointed Reilly a special officer.
2. To cover a multitude of sins, we colored the old Ford a vivid green.
3. We made John captain on account of his ability to lead.
4. I consider Alice an excellent student; she has an eager, retentive mind.
5. I think your plan all right so far as it goes.
6. I consider Arthur an industrious boy, but he lacks experience.
7. Colonel Emerson's help undoubtedly made Jane a cultured young lady.
8. This act proves him innocent in the eyes of the law.
9. We consider your action a solution of the problem.
10. The jury reported him guilty and recommended clemency.
11. Why, my dear, they have actually made Edward president of his class!
12. Do you think adjunct accusatives easy to find? Anyway, they make us think and realize how our sentences are built.

Class Work

Oral Setting-up Exercise: Compose five sentences containing indirect objects and five containing predicate nominatives.

Take the following passage from dictation. Underline direct objects once and adjunct accusatives twice.

In 1916, the school committee at Crofton elected me principal of a small school in that town. I think this position the most difficult one I have ever filled. Some people consider teaching small children easy; but they judge the work erroneously. Of course, all consider little boys and girls interesting; but at that time, I must confess with shame, I also found them rather exasperating. If you think me wrong in my judgment, try that position at Crofton for a while.

RETAINED OBJECT AFTER A PASSIVE VERB

THE DIRECT OBJECT RETAINED

A retained object is the object of a transitive *passive* verb. To be more exact, it is the direct object retained when an active verb is made passive. For example, in the sentence "I gave him a dollar," *dollar* is the direct object. Now make *gave* passive: "He was given a *dollar* by me." *Dollar* is still there, but it is now the *retained object* after the passive verb *was given*.

Do not confuse retained objects with predicate nominatives. Notice that *dollar* does not mean the same as *he*.

Home Work

Copy the following sentences, underlining the retained objects:

1. We were told the very interesting story of James's activities.
2. Mr. Bellows was written a letter by his New York agents.
3. Twenty-four hours after the accident, he was paid five thousand dollars.
4. When I visited Aunt Jane, I was given a scolding for my carelessness.
5. He was assured a substantial increase in salary at the end of the year.
6. We went to the Belmont Hotel, where we were assigned room number thirteen.
7. In spite of my protests, Alexander was allowed entrance.
8. Simpson, a man of great ability and integrity, was paid a public tribute in Mechanics Hall.
9. She was promised a musical career if she chose to work.
10. Although his case was given careful consideration, he was not handed a pardon by the governor.
11. After the concert Madame Alden was sent a large bouquet of flowers.
12. She was taught music during her earlier years.

Class Work

Oral Setting-up Exercise: Distinguish between active and passive voice.

Compose two sentences, each of which contains a predicate nominative after a passive verb. Define and illustrate direct object.

Take the passage from dictation and underline the retained objects:

In 1925, Bennett reported at Albany for special training. At once he was given work of the most difficult sort. He was paid only fifteen dollars a week, although he was promised advancement when he deserved it. Being enthusiastic and eager, he was soon promoted and was assigned a position of great importance. In his new work he was taught the fundamentals of salesmanship and was given a glimpse of the administrative problems of the concern. Last month he was appointed to the board of directors.

ACHIEVEMENT TEST NUMBER 5

A

Copy the following passage. After each underlined construction place in brackets its name; that is, direct object, predicate nominative, etc.

I suggested the reading of more biography. He enjoys fiction; but, in my opinion, he ought to devote himself to more inspiring literature. Biography is the portrayal of some men rising to great heights and others falling to dismal depths. It is a picture of man in his moments of power and of weakness. In biography, we are shown the joys, the sorrows, and the ideals of mankind. Such writing gives us pleasure; but, what is more important, it makes us finer in character.

B

Copy the following passage. After each direct object, retained object, predicate nominative, indirect object, or adjunct accusative place in brackets the name of the construction. Underline the intransitive verbs.

Father lay sleeping by the window. His slumbers were light, however, for he arose quickly as I entered the room. He gave me a suspicious glance.

"Oh, it's you!" said he.

"Yes, it's I," I replied.

Although he appeared uninterested, he was decidedly alert. Experience had made him an able student of my intentions; he was prepared for my next speech.

"Father," said I, affecting a literary tone, "to ride is to enjoy myself. Is the car mine for the afternoon?"

He regarded me with a critical eye.

"Look here!" said he; "the driving you need is driving on your books. To drive is to study! What is the answer?"

"To study!" said I.

"Then to drive!" said he; and we shook hands on it.

C

Place in brackets after each underlined construction a word that indicates how it is used.

The little girl stepped to the platform and began her declamation, "Lincoln." Her wee voice was almost inaudible as she uttered the opening words, "Lincoln is dead." She came to a sudden stop, and her look of despair made me sorry for her. Then she said again, "Lincoln is dead!" Finally with a gesture which was both pathetic and humorous she concluded her address with words of her own composition: "And I don't feel so very well myself."

RECOGNITION OF PRONOUNS

SUBSTITUTES FOR NOUNS

How monotonous our writing would be if we did not have pronouns — words to take the place of nouns. Here they are:

1. Personal: *I, she, he, it, we, you, they* — pronouns which have different forms for first, second, and third persons.
2. Relative: *who, which, and that* — pronouns which have antecedents.
3. Demonstrative: *this, that, these, those* — pronouns which definitely indicate a certain person, place, or thing.
4. Indefinite: *each, any, all, etc.* — pronouns which do not definitely point out persons, places, or things.
5. Interrogative: *who, which, what* — pronouns which introduce questions.
6. Intensive: *himself, herself, etc.* — pronouns which are placed beside nouns or personal pronouns for emphasis.
7. Reflexive pronouns: pronouns like the intensives in form which come after the verb to refer back to the subject.

Home Work

Copy the following sentences; underline each pronoun and after each place in brackets the name of its type:

1. "Some are born great; others have greatness thrust upon them."
2. Success is bounded only by the ambition which one has to work.
3. John himself was unable to find the trouble; so I sent for help.
4. Mine is an old model, but it still gives excellent service.
5. Others consider themselves better students of literature.
6. What are we to do with those who do not create laws or obey them?
7. This is the entrance to the tunnel which leads into the mine.
8. Harry forgot his lunch, and mine is not sufficient for us both.
9. Of those who are influential, we must expect sympathy and generosity.
10. All were weeping, and this moved us to comfort them.
11. Which is yours? Is this the one? Well, take it and enjoy yourself.
12. Each himself must take the consequences of that which will follow.

Class Work

Oral Setting-up Exercise: Define and illustrate: noun in apposition, exclamatory noun, direct object, retained object.

Copy the passage. Underline the pronouns, and place after each, in brackets, its name.

"That is the word that I spoke about," said John to himself as each discussed his favorite word and used it in a sentence. "Others may like their words, but mine seems to me the best. Who is there who can propose one which is better?"

CARELESS USE OF PRONOUNS IN THE NOMINATIVE AND OBJECTIVE CASES

BAD CASES

Remember that subjects and predicate nominatives are in the *nominative* case and that the objects of verbs and prepositions (see pages 145-167) are in the *objective* case. Pronouns in apposition must agree in case with the noun or pronoun with which they are in apposition. (See pages 197 and 198 for errors in the use of relative pronouns.)

Home Work

Choose the correct forms and correct those that have been misused:

1. John and me have decided to go down town to see if the track shoes us fellows ordered have come.
2. Just between you and I, how many of us can remember that the object of a preposition is always in the objective case?
3. He said he would meet you and I here at four o'clock.
4. If I were (he — him), I shouldn't accept the job.
5. The chance to see such a parade comes to you and I very seldom.
6. See! That's him in front of the store. No one except you and I has recognized him yet.
7. When I was in Baltimore, I met (he — him) and Bob. Then us three went down to Florida together.
8. Mr. Wilbur opened a book which had been given to he and his wife.
9. It's only us. Didn't you know our voices?
10. If I were (he — him), I should not go. However, him and me very seldom agree about things.
11. "It is (I — me)" may sound unnatural, but (we — us) all should accustom our ears to the correct forms.
12. Tell it to we all. He and me have heard only part of the story.

Class Work

Oral Setting-up Exercise: Compose four sentences, using in two, *shall* to express determination, and in two, *will* to express promise.

Write the following selection from dictation, making choices between the given forms:

(Us — we) girls want to go too. The boys all go, even the little ones. It isn't fair for (they — them) to keep (we — us) girls out of the fun. Those fellows want it all to (themselves — themselves). George is the worst. If I were (he — him), I'd be ashamed of being so selfish. Carrie and (I — me) both are planning to make all the fellows apologize to (she — her) and (I — me) before we go with them.

NO APOSTROPHES WITH PERSONAL PRONOUNS THE MISUSED *-SELF* PRONOUNS

TOO LITTLE ATTENTION AND TOO MUCH SELF

The possessive forms of pronouns occur *without* the apostrophe. Remember that *it's* equals *it is*, not the possessive of *it*.

Do not use the intensive forms, *myself*, *yourself*, etc., where the simple personal forms are sufficient, particularly as subjects.

"Nathan and I will go" is correct. "Nathan and myself will go" is wrong. Say "you and your brother," not "yourself and brother." Remember that the intensive pronouns are not set off by commas. (See Rule 6, page 77.)

Home Work

Copy the following sentences. Choose the correct forms and make corrections.

1. Please have all the letters addressed to myself placed in my box.
2. Yourself and family are cordially invited to the party this evening.
3. The park was their's, they argued, and they could keep out all except themselves and their friends.
4. They bought the book. Who's is it, then, if it isn't their's?
5. It's time some one put that poor dog out of it's misery.
6. The boys themselves were splashing around in the lake, although the boat had righted it's self again.
7. In the confusion we grabbed the coats we thought were our's.
8. Bessie and myself spent the afternoon sewing.
9. Who's the chap with you? Their's something about him that is familiar.
10. The papers sent to yourself and brother must be delayed.
11. That painting on your right is her's. Don't you think it is done better than Mary and Sylvia have done theirs?
12. Does any one here ever use *ourn* or *theirn* for our's and their's?

Class Work

Oral Setting-up Exercise: Give the principal parts of *lay*. Use the past tense of *lay* in three sentences.

Revise the following paragraph:

Jerry and myself went over to White's yesterday to get that old Ford of our's which amused you so much. I wish we had taken you along. If you thought our car a joke, you should have seen the one White and Garrick have. It's top is battered; it's mud-guards are gone; it's lamps are mismated. In general it's a wreck. Those two fellows may talk about that car of their's, but they'll be plentifully made fun of when they drive it into town.

AGREEMENT OF PRONOUNS WITH CERTAIN ANTECEDENTS

SINGULAR, VERY SINGULAR

Each, either, neither, any one, everybody, and the rest of the *one* and *body* pronouns are *singular*. Use singular pronouns in referring to them. "Every one brought his lunch" is correct. "Every one brought their lunch" is wrong.

Similarly, remember that when *either* — *or* or *neither* — *nor* connect singular nouns, you must use a singular pronoun to refer to either noun.

Home Work

Copy, correcting errors and filling blanks. Read the corrected sentences aloud to accustom your ears to the correct forms.

1. Each of the birds had a spot of orange under (their — its) throat.
2. Every one will have to bring their own chair.
3. Neither the automobile nor the trolley had a pane of glass broken from their windows by the collision.
4. In the confusion everybody thought first of taking care of themselves.
5. The wind stripped every room of contents.
6. Ask any one. They will tell you that no one lost life.
7. As soon as any one arrives at diamond fields, they can drive the stakes for their claim.
8. Nobody got their homework finished to-day. Everybody said spent over an hour on it, too.
9. We found that each of the cars had their tires ruined by some one who had slashed the tires with their knife.
10. No one will spend the money for those cars when any one can buy themselves a better one for only a hundred dollars more.
11. How is it that everybody has left their stuff out here? No one ought to expect a manager to do all their work for them.
12. Neither boy wanted the boss to blame them for starting a fight.

Class Work

Oral Setting-up Exercise: Correct: "He don't think he'll go, although he might of gone." Distinguish between direct and retained objects.

Take from dictation, choosing correct pronouns:

In this town every one thinks that (they — he) can have good roads without doing any work on them. Nobody wants to loan (his — their) teams to work on the roads. In the spring about all that anybody does is to hitch up (his — their) team to a scraper and drag the mud from the ditches back onto the road. When the next rain washes it off again, every one seems to say to (themselves — himself), "Well, that's too bad." But no one feels that it is (their — his) fault.

PRONOUNS WITHOUT ANTECEDENTS

THEY MEAN NOTHING

Do not use pronouns that refer to nothing. Supply antecedents or rewrite the sentences to get rid of the pronouns.

RIGHT

The book says.
Men in the village say.
The sign tells where to go.

WRONG

It says in the book.
They say in the village.
The sign tells you where to go.

Home Work

Recast the following sentences. Leave out useless pronouns and confine your statement to the thing you have to say.

1. They say that you must buy tickets at least a month before the game.
2. It says on the sign that you turn here, but they say back in the village that the sign is wrong and that you go straight on.
3. They have plenty of places for good parks in this city, but they don't seem to care about fixing them up.
4. If they don't tear down the billboard at this bad turn, they will have a bad accident here some day.
5. It tells you in the book how to do the experiment, but they don't say what the result should be.
6. By the folds in the rocks it shows you how old the hills are.
7. They say that it rains here nearly every day.
8. College students often work in the wheat fields when they need help.
9. In days when they ate with their fingers they passed around a bowl and a towel after each course so that the guests could wash their hands.
10. In most of the theaters you have a program handed you before they take you to your seat.
11. In the book I read last night it told how coal is mined.
12. They say you may get a bad chill by staying too long in the water.

Class Work

Oral Setting-up Exercise: Name seven types of pronouns. Give three illustrations of each type. Use *each*, *either*, *everybody*, *its*, *it's* in sentences.

Revise the following paragraph to avoid all loosely used pronouns:

It says in the catalogue that this kind of grass can be kept in good condition without much trouble. They don't do it around here, however. During a dry spell they never think of watering the lawn, although it says that even the best sort of grass will burn off if they don't sprinkle it once in a while. On the estate across the street they take more care, and it looks green all the time.

CLASSIFICATION AND RECOGNITION OF ADJECTIVES

WORDS THAT EXPLAIN NOUNS AND PRONOUNS

An adjective is a word that modifies a noun or pronoun. There are six types:

1. Descriptive, which picture: "*Large* man"
2. Numeral, which denote number: "*Ten* vessels"
3. Proper, proper nouns used as adjectives: "*American* nation"
4. Indefinite, indefinite pronouns used as adjectives: "*Each* person"
5. Possessive, nouns or pronouns in the possessive case: "*His* watch," "*Julia's* going"
6. Demonstrative, which limit or point out: "*That* light"

Home Work

Copy the following sentences. Underline each adjective and indicate in brackets the type.

1. The mysterious stranger disappeared through the front door.
2. I was interviewed by four representatives of the French press.
3. This critic thinks that each judge should give reasons for his decision.
4. There was a small but beautiful garden behind Edward's house.
5. His story leaves little doubt that each class is involved in this affair.
6. A tremendous uproar arose from the bloody streets of St. Antoine.
7. Colonel Snow, a typical American soldier, has a tall, erect figure.
8. We shipped four parcels to each station, with these discouraging words on each bundle: "Do not open before Christmas."
9. Its chief characteristic was a high, wailing sound that reminded me of the squeaky noise of a farmer's fiddle.
10. On a winter morning, New England weather requires warm overcoats.
11. My boastful friend turned to Henry's uncle and borrowed ten dollars.
12. This absurd sentence, my friend, contains four types of adjectives.

Class Work

Oral Setting-up Exercise: Correct: "He is a brilliant man. One whom we all admire." "It says in the book that you hadn't ought to do it."

Take from dictation and underline each adjective:

The adjective is an interesting type of word. Without it the English language would be colorless and ineffective. Its special purpose is to make us see each detail, or to limit our conceptions to special persons and things. If I say "door," you may think of many doors; but if I say "*that* door," your wandering attention is immediately fixed on a particular object. So, too, "bread" is vague; but "hot bread," "dry bread," and "moldy bread" give you vivid, specific impressions.

ADJECTIVES USED WITHOUT REGARD TO MEANING

OVERWORKED ADJECTIVES

Look up in the dictionary the words *awful, fine, great, nice, rotten, swell, wonderful, terrible, fierce, lovely*. You will find that your dictionary gives colloquial meanings for many of them. A colloquial usage is not correct English. Learn the correct meanings.

Home Work

Revise the following sentences. In place of each adjective from the list given above, use correctly an adjective which conveys an exact meaning.

1. Jim's a wonderful fellow. He took me to a dance at Lyon's.
2. Yesterday was lovely. We had a wonderful trip over nice roads and saw some fine views. Our Marmon rides wonderfully.
3. It's fierce of him to make you do that work. On such a day it's rotten to be shut up indoors.
4. This algebra is terrible! I've never seen such awful problems!
5. Sydney Carton was a man of wonderful character whose life ended in an awful sacrifice.
6. He is a fine-looking chap, with a nice face and wonderful manners.
7. This heat is fierce! Think of being down at the beach to-day for a wonderful swim. Wouldn't it be swell?
8. For the first fifty miles or so we found wonderful roads. Then they became worse and worse. The last ten miles were terrible.
9. What lovely flowers there are in that garden! Aren't they nice?
10. Isn't it wonderful to find a hotel like this? After all the rotten places we have been in, this seems great.
11. The view from that hill over those nice valleys is lovely.
12. Can't you realize now why your teacher thinks your choice of words is rotten when you think you have written wonderfully? And aren't you tired of all these nice words?

Class Work

Oral Setting-up Exercise: Name and illustrate six types of adjectives. Correct: "Yesterday the ship laid at anchor."

Revise the following passage. Substitute adjectives which have a suitable meaning.

At our last stop we found a fine camping place. There was a grove of lovely trees, a nice spring close by, and a wonderful view from the front of our tent. We thought we were going to have a swell night. As soon as dusk came, however, the mosquitoes were terrible. They poisoned us something fierce; and we spent a rotten night, hardly sleeping at all. It seemed great to see the sun the next morning.

INCORRECT COMPARATIVES AND SUPERLATIVES

UNGRAMMATICAL INVENTIONS

Kind of and *sort of* should not be used with adjectives to mean *rather* or *somewhat*. "He was rather (or somewhat) sorry" is correct, not "He was kind of sorry."

Real, *awful*, and *awfully* do not mean *very*. Use *very* with an adjective to form a superlative. "He was *very* glad" is correct. "He was *real* (or *awful*, or *awfully*) glad" is wrong.

Quite means *wholly*, *entirely*, or *very*; not *slightly*, *not very*, or *somewhat*. "He was *quite* tired" means "He was wholly (or entirely) tired." If you mean "a little but not very," say "He was *rather* tired."

Plenty good enough should not be used for *quite good enough*; in such a phrase use *quite* or *entirely*.

Home Work

Copy the following sentences. Correct all errors.

1. I'm awfully sorry that I spoiled your painting. I thought I was keeping quite far away from it so that I should not touch it.
2. That tire seems sort of loose. It may cause a real serious accident.
3. The grass looks quite green. Do you water it very often?
4. My dog is kind of particular about what he eats. However, that food is plenty good enough for him.
5. They were awfully glad to see us, for they had been sort of afraid that we would not come.
6. The road was quite smooth; so we took a chance and drove awfully fast.
7. The coffee is plenty strong enough. You can't have it real strong.
8. "I'm quite satisfied," said the man. "You have done your best for me."
9. Would you be awfully surprised if a sentence did not need correcting, or are you sort of afraid to be sure you have mastered the lesson?
10. In such an awfully crowded street you should drive kind of slowly.
11. Go awfully fast, Ted. The sky looks quite black, as if it would rain.
12. Be real careful how you form superlatives hereafter.

Class Work

Oral Setting-up Exercise: Use *wonderful*, *fierce*, *awful*, *nice* correctly in sentences.

Revise the following paragraph:

The collector looked quite untidy. His hat was sort of dented in at the back, and his trousers were awfully crumpled. Perhaps such attire is plenty good enough for a hike in the woods, but it appears quite unusual at a formal meeting. However, he was real unconcerned, and seemed quite satisfied with his clothing, despite the fact that some of his associates looked kind of pityingly at him.

MISUSED ADJECTIVES

COMMON CONFUSIONS

Less means smaller in quantity: "I have less money than John has."

Fewer means smaller in number: "I have fewer books than he has."

Most is used with adjectives to form a superlative: *most useful*. It must not be used carelessly for *almost*, which means *nearly*. Remember especially the expressions *almost gone*, *almost all*, *almost every one*, etc.

A kind of and *a sort of* are followed directly by a noun. Never use *kind of a* or *sort of a*, as in *kind of a tent*. The word *tent* in this use is generic: it means tents of every description, the whole family of them. Hence you can have *a (one) kind of* these many tents. But you cannot have *a (one) kind of a (one) tent*.

Kind and *sort* are singular. *This kind* or *that sort* is correct.

Home Work

Copy the sentences. Correct errors and select the proper forms.

1. There are (less — fewer) fellows going to the game than we had expected.
2. Our house is kind of a bungalow. It is small, but most attractive.
3. Men of (those — that) kind very seldom succeed. Less of them go to college every year.
4. Most all of us voted for him. He is a fellow that most every one likes.
5. Although the unexplored places of the earth are less than they were years ago, most any one can find new fields of knowledge to explore.
6. My paper is most gone. Lend me a couple of sheets, those kind with the line down the side.
7. Last night we had kind of a tornado. It tore up most all our trees.
8. We made sort of a sail with our outspread coats, and got home safely.
9. I don't like stories of these kind; most all my friends enjoy them.
10. On the breast, the bird is sort of a brown. Its bill is kind of a hook.
11. There are less men out for the team than there were last year.
12. To-morrow we are going to have kind of a picnic on the mountain.

Class Work

Oral Setting-up Exercise: Criticize: "I told him to come at once. Which he did."

Revise the following paragraph:

Most fellows enjoy sports. Occasionally, however, there appears a fellow we think odd, one of those kind who like to study and read better than to play baseball. We usually think him kind of a freak and are surprised when, four years later, he takes most of the prizes for original work in college. Then we are still more amazed in another ten years when he seems sort of a genius and has more ideas than most anybody else in the country.

MISUSED ADJECTIVES: *APT*, *LIKELY*, *LIABLE*

NOT SYNONYMS

Apt means *having natural ability* when applied to persons, or *appropriate* when applied to things. "He is an *apt* pupil." "That was an *apt* remark."

Likely denotes probability. "It is *likely* to rain to-day" is correct. "It is *apt* to rain to-day" is not.

Liable means *legally responsible*: "He is *liable* for the injury of his workman."

These three words are easily confused. Learn these simple meanings and use the word that means just what you intend to say.

Home Work

Copy the following sentences. Fill the blanks with the correct words.

1. We are to have a shower. It is to be severe.
2. If you feed your pup too much meat, he is to have distemper.
3. Do not go too near that building, for a brick is to fall.
4. As she is an pupil, she is to progress rapidly.
5. If you strike a man, you will be for damages.
6. Many a man has discovered to his surprise that the day's plunge in a slippery bath-tub is to be a dangerous procedure.
7. I would give a week's pay to know what this day is to bring.
8. Infection is to occur in any unprotected wound, and one may easily lose a week's time in undoing a minute's carelessness.
9. In working with an open-flame lamp a miner is to be injured, because his lamp is at any time to ignite a pocket of gas.
10. The speaker's remarks, uttered without a minute's delay, were very, although what he said was to displease some people.
11. The conceited man is to be an ultimate failure, for few people are to coöperate with him.
12. Do not waste a second's time; you are to lose the train.

Class Work

Oral Setting-up Exercise: Compose four interrogative sentences using *shall*, *will*, *should*, *would* correctly with the subject in the second person.

Revise the following paragraph:

Do not carry money carelessly; you are to lose your week's pay in a moment. The man who puts his money in his trousers pocket is to find that some one who brushed against him went away richer. Also those who carry a wallet in the hip pocket are to discover that they might as well have carried their month's wages on the tail of their coat. Pickpockets are very with their fingers. Carry your cash in an inside coat pocket and avoid a loss.

ERRORS IN THE USE OF DEMONSTRATIVE ADJECTIVES

POINTERS

The demonstrative adjectives *this, that, these, those* must point out definite persons or things. "He is one of those clever fellows" does not tell us *what* clever fellows. Say "He is a clever fellow" or "He is one of those clever fellows whom we all admire." Always follow a demonstrative adjective with an expression which tells to what sort of thing you refer.

The personal pronouns are not used as demonstrative adjectives. "Sadie is one of *those* girls on the bench" is correct. "She is one of *them* girls" is not.

Home Work

Copy and correct the following sentences. Remember that *kind* and *sort* are singular. Some demonstratives in the exercise are correctly used.

1. Arnold is one of those brainy fellows. He always gets them grades.
2. Kreisler is one of those clever violinists, one of them kind who can play anything.
3. You'll always find Harper studying. He is one of them kind, you know.
4. You can't catch trout with them flies. Use that silver kind.
5. It was one of those rambling old farmhouses. You often see them houses in New England, all connected from parlor to woodshed.
6. The storm last night was one of those high winds.
7. In a corner of the barn we found one of those old buggies. It stood behind those piles of hay we were playing on yesterday.
8. Them boys in the street are those rough sort of fellows.
9. Among the branches is a kite, one of those cheap, bright-colored ones.
10. The front windows that open on the porch are those long sort.
11. Helen is one of those quiet girls. She always wears those plain, dark-colored dresses.
12. If I were to choose, I should prefer one of those jolly fellows.

Class Work

Oral Setting-up Exercise: Compose sentences using *lose, loose, affect, and effect* correctly in all their meanings. (See pages 140, 141.)

Revise the following paragraph:

You'll find my canoe among them boats by the landing. It's one of them red, yellow-trimmed Oldtowns. Paddle over here, and we'll go after some of those flowers. Tom told me yesterday that we could find some near the outlet of the pond behind them logs. I always ask Tom where to find everything, for he is one of those well-informed fellows. He told me yesterday where to catch them bass that I brought in.

ACHIEVEMENT TEST NUMBER 6

A

Underline the adjectives once; underline the pronouns twice. After each word underlined, place in brackets the name of the particular type of adjective or pronoun which you have identified.

My principal aim in composing this first exercise in English grammar is to illustrate five types of adjectives. This, as you yourself may easily discover, is almost as difficult as writing a sentence like this one in which each of the types of pronouns appears, for who can compose interesting sentences while he is continually reminding himself of types of pronouns? These sentences, all of which are awkwardly expressed, are likely to remind us of a fact that we must not forget: Grammatical accuracy is not a sure sign of interesting composition.

B

Revise the following passage, correcting all mistakes in grammar:

John and myself both agree that its possible to write well without knowing grammar. We know a boy and a girl who, we think, expresses themselves very well. It's seldom that its necessary to correct grammatical errors on their papers. In fact, they write awfully well; indeed, they have a kind of a style that is just lovely. Its almost wonderful! Yet neither knows their English grammar. Each makes marks, so they say, on their grammar that is simply fierce. Its my opinion, though, that they write well in spite of their ignorance and not on account of it. If they write swell English without grammar, they would be liable to write elegant English if they knew it. They say that grammar is a waste of time. It's my opinion that it's very valuable as a guardian against them errors that all of us are apt to make.

C

Copy the following passage, correcting all grammatical mistakes:

They say that he meant what he said about my tennis playing to be awfully funny, I was inclined to resent his remarks, however, and its my opinion that to be really funny is to be enjoyable, but to be sarcastically critical is to be boorish. Athletics is intended for ladies and gentlemen, and those who don't realize it hadn't ought to be tolerated. "Over the fence is out!" as applied to baseball may be proper; but when it is shouted each time I hit a tennis ball, it is apt to become irritating. Roger simply don't know how to be a sportsman. "The critical and the sarcastic," he says as he sets around and watches us, "are the world's best tonics." This may be true But I prefer my tennis without refreshments.

ADVERBS

THEY MODIFY VERBS, ADJECTIVES, ADVERBS

An adverb is a word which modifies a verb, adjective, or another adverb. For examples: ran *slowly*, *very* swiftly, *exceedingly* vulgar. There are adverbs which express *time*, *place*, *manner*, and *degree*. He stood *there* (place). He goes *to-morrow* (time). He thinks *rapidly* (manner). She turned *very* slowly (degree). Nouns are sometimes used as adverbs; for example: "We walked a *mile*." *Mile*, *hour*, and *home* are three very common adverbial nouns, or "adverbial accusatives," as they are called.

Home Work

Copy the following sentences. Underline each adverb and indicate the type. Be prepared to tell what the adverb modifies.

1. I understand quite well, Milton, why you study so hard.
2. Virginia's uncle, Mr. Brown, goes home to-morrow.
3. On one very cold morning, I recall, we walked a mile.
4. George studied an hour; then he swiftly closed his book and went out.
5. Place a comma here and a period there; then read the sentence slowly.
6. He moved slowly to another corner when he saw my disapproval.
7. He usually gave an impression of very great mental power.
8. Miriam was completely satisfied, although a very ugly and poorly proportioned desk was the only article of furniture in the room.
9. We were followed closely by an extremely useful guard.
10. We had been there scarcely an hour before the wind began to blow fiercely.
11. I decided to walk to town, even though the road was very rough.
12. I am very confident that each student who now reads carefully this sentence which I am writing here will find four types of adverbs; and if he studies an hour he may discover an adverbial noun.

Class Work

Oral Setting-up Exercise: Use correctly in sentences *quite*, *real*, *lovely*, *fierce*.

Define and illustrate: indirect object, imperative sentence.

Take the passage from dictation and underline each adverb:

"Well," said Mr. Doubtful, "why do you discuss so completely such very uninteresting words as adverbs?"

"Because," I replied thoughtfully, "if we did not have this rather commonplace part of speech, we could not intelligently explain such very useful words as verbs, adjectives, and adverbs. Look here. How could you ever tell how a bird flies unless you could say 'flies *slowly*' or 'flies *rapidly*'? Never try to stop me from teaching such very essential words as adverbs."

COHERENT POSITION OF ADVERBIAL MODIFIERS

"POSITION IS EVERYTHING"

Only, merely, just, almost, ever, never, hardly, scarcely, quite, nearly are words that have a bad habit of wandering away from their proper place in the sentence. Locate them near, usually immediately ahead of, the word or phrase which they modify.

"I heard only one cry" means "I heard *one cry* (and no more)." "I only heard one cry" means "I *heard* (and nothing more) one cry." In other words, you heard it, but did not see or smell or taste it.

Ask yourself, "What word am I emphasizing?" Then use the modifier with that word.

Home Work

Revise the following sentences. Be sure that the modifiers refer unmistakably to the words they modify.

1. Pictures can only be developed in a dark room. You can scarcely have any light, and what you use must only come from a red lamp.
2. We had almost got to the top of the mountain when the fog gathered.
3. Do you ever remember having seen him before? I only saw him once.
4. He only succeeded in stopping the car after it had gone fifty feet.
5. I never expect to see such a game again. Thrills like that only come once in a lifetime.
6. I had almost gone past the door, and I just caught his last word.
7. On Wednesday the stores are only open in the forenoon. I almost forget this every week. (Note — How does changing the position of *almost* alter the meaning of the sentence?)
8. Having only seen him once before, I failed almost to recognize him.
9. I never expect to be treated so again.
10. I am only going to order two yards of cloth now.
11. He is constantly referred to as "the cutest little dog" and only eats his food from a china dish.
12. Jack only caught sight of two birds all day, and he only got a shot at one.

Class Work

Oral Setting-up Exercise: Use *kind of, sort of, quite, apt, likely, and liable* correctly in sentences.

Revise the following paragraph:

The book is one that I only read hastily, so that I hardly remember the name of a single character. I have nearly forgotten all the plot, too. However, if you will just tell me one or two incidents, perhaps I can recall the story. Probably I remember so little of it because I scarcely found an interesting chapter. Anyway, I never want to read it again.

SOME WORDS COMMONLY MISUSED AS ADVERBS

THESE ARE ADJECTIVES

Good is not used as an adverb; the adverb is *well*. "He works *well*" is correct. "He drives *good*" is not. *Well* is also used as an adjective meaning (1) *healthy*, (2) *satisfactory* or *proper*. (1) "He looks *well*." (2) "It is *well* that he is going."

Fine is not used as an adverb. (See also the misuse of *fine*, page 156.)

Sure is an adjective; *surely* is the adverb form.

First-rate is an adjective. Do not say "It runs first-rate." Use *very well* or *excellently*.

Badly means *in a bad manner*. "I want very much to go" is correct. "I want badly to go" is a careless misuse of the word.

Home Work

Copy the sentences. Select the correct forms and revise as is necessary.

1. (Sure — surely) I can go. I'd like to (first-rate — very much).
2. He drives good after so little practice. If he keeps on trying, he'll soon manage a car first-rate.
3. This sure is a disagreeable day. I'm sorry, for I wanted badly to go.
4. I am sure that I saw him. He sure went by here this morning.
5. This thread is very fine; it will work fine for this hemstitching.
6. For a homemade radio set, this brings in the distant stations first-rate.
7. I sure am glad that he is coming, for I want badly to see him.
8. In a week I shall be feeling (good — well) again. It sure will seem good.
9. The masons are getting along first-rate. They work good, and they sure can lay bricks fast.
10. I like the book first-rate. The plot is developed fine, and the characters are enjoyable.
11. It's clearing up fine. Probably we shall have that good weather we have been wishing for so badly.
12. The road needs repairing badly. It should be a first-rate highway.

Class Work

Oral Setting-up Exercise: Use *lay*, *lie*, *sit*, *set* correctly in sentences. Criticize: "It don't seem as if the sweaters are their's."

Revise the following paragraph:

Our house is badly in need of repairs. The roof was shingled only two years ago, but the work was not done good. Now it leaks badly. We shall have it all fixed up fine now. Then after the place is painted, the plumbing must be put in first-rate condition. It sure will seem good to have it looking well again. We'll sure be able to get a good price for it, for two people already want badly to buy it.

ADJECTIVES AFTER *LOOK, FEEL, SOUND, ETC.*

ADJECTIVES OR ADVERBS?

Such copulative verbs as *look, appear, feel, sound, taste, smell* are followed by adjectives which describe the subject, not by adverbs. An adverb modifies the verb. Therefore if you say "He feels badly," you mean "He feels in a bad manner." If you are describing his sensations, say "He feels ill."

Notice that the verbs mentioned and others like them do not assert any action by the subject. The modifier is, therefore, an adjective used to describe the subject, not an adverb to tell how an action is done. (See page 144, predicate nominatives.)

Home Work

Copy the sentences, using adverbs or adjectives as the construction demands. Some adverbs are necessary. Think carefully.

1. Richard looks (ill — badly). He moves very (slow — slowly) too.
2. In all the collection of flowers none grows so (graceful — gracefully) or smells so (sweet — sweetly) as this.
3. Despite the fact that Kenyon felt (ill — badly), he usually appeared (good — well) if one did not study his face. (Note — Think of the meanings of *good* and *well*.)
4. Does the plan appear (good — well) to you?
5. How (beautifully — beautiful) those bells sound!
6. "A rose by any other name would smell as (sweet — sweetly)."
7. How (bitter — bitterly) this medicine tastes! It smells (unpleasantly — unpleasant) as well.
8. Harold sat (quietly — quiet) in the chair.
9. I never saw a man look so (badly — ill). He moves (weak — weakly), as if he had been very ill.
10. How (harsh — harshly) that piano sounds!
11. Peter stood (immovable — immovably), although I pushed him.
12. Your statement sounds very (queerly — queer). Yet you look (truthful — truthfully).

Class Work

Oral Setting-up Exercise: Criticize: "Twenty men lost their lives in the accident. A very unfortunate occurrence."

Revise the following paragraph:

Although his clothes look untidy around the house, he appears (neat — neatly) in public. His voice, however, sounds harshly when he speaks, and betrays an unpleasant disposition. He reminds one of some plant which appears beautifully, but which bears a fruit which tastes bitterly, or an attractive flower which smells sourly when one approaches it too closely.

INTERJECTIONS

OH, WHAT USEFUL LITTLE WORDS!

There is one very satisfying quality which characterizes interjections: They are only distantly related grammatically to the sentences of which they are a part. Thus they must be considered by themselves as little words which express emotion — surprise, disdain, fear, joy, sorrow, dismay.

Home Work

Copy the following sentences. Underline each interjection and put after it in brackets a word which indicates the emotion expressed.

1. Alas! all the work of fifty years was destroyed by that one act.
2. Oh, I've never seen such a lovely sight! Why, the foliage was gorgeous!
3. Ouch! that hurts. Please point that old peashooter the other way!
4. Bravo! that's the way to run. Cut in sharply, old man! Hurrah! that was perfect.
5. Why, how you've grown during the last few months! My! I hardly recognized you!
6. Aha! Now you get my idea! Oh, I am delighted, for you will have no more trouble with these problems.
7. Tut, tut! your words sound rather saucy, my dear.
8. Pshaw! What do I care for your opinions! Why, you haven't even seen the picture.
9. Phew! look at that ball go! Wow! he must have knocked it over the left-field fence.
10. And, lo, he rose again without the slightest difficulty.
11. Bah! he tries to run everything! Why, man, "he doth bestride the narrow world like a Colossus!"
12. Fie, my dear, such actions do not become a person of your size!

Class Work

Oral Setting-up Exercise: Define and illustrate: abstract noun, demonstrative pronoun, proper adjective. Explain the use of *shall* and *will* in questions.

Copy the following passage and underline each interjection. Where it is possible to do so, substitute an interjection which conveys the same emotion as the original.

"My! did you see Mrs. H.? Oh, my dear, she's simply too funny for words! Why, that hat of hers must be fifty years old. Bah! what do I care if she does hear me? Pshaw! I know I am; you don't need to tell me. Alas! we're all getting that way! What? Why, surely. And do come early. What's that? Oh pshaw! some one is always trying to use this telephone. Good night, my dear; don't forget to come early."

PREPOSITIONS

LITTLE WORDS THAT RELATE

A preposition is a word which shows the relation of its object (usually a noun which follows it) to some other word in the sentence. Of course, you will recognize such simple prepositions as *in, on, under, by, from, at, to, of, with, against, despite*. But do you know that there are *ing* prepositions like *regarding, during, concerning*? Are you familiar with *phrasal prepositions* like *on account of, in spite of, in regard to, and because of*? These deserve your attention. Remember, too, that a preposition always has an object. *Without*, in the sentence "He stood without," is an adverb.

Home Work

Copy the following sentences. Underline each preposition once and its object twice.

1. At Newton Square I was detained on account of an accident.
2. Did I not write to you concerning my recent illness?
3. The dog crawled from his hiding place and fled during the night.
4. In spite of the cold weather we went on until we came to the border.
5. During the month of August I usually write to my customers about ordering useful merchandise, such as books, paper, and pencils.
6. He held out for five thousand dollars, despite my objections.
7. He went to Milton as the chapel-master of a great church, and succeeded against the unusual situation that confronted him.
8. Without close scrutiny I cannot tell one from the other.
9. I spoke to Walter about his conduct, which had been like a wild man's.
10. Our blessings come from above; but above this fact, there still remains the great truth that each of us must answer his own prayers.
11. He stood without, where, without my seeing him, he put on his make-up.
2. Because of careful observation, you may find in this sentence the types of prepositions concerning which I have written.

Class Work

Oral Setting-up Exercise: In what case is the object of a preposition? Name three other constructions which are in the same case.

Take this passage from dictation. Underline the prepositions once and their objects twice.

In spite of careful instruction, many students look over a preposition rather than at it. The secret of finding prepositions is in looking for the little words that relate, such as *in* and *on*. During the reading of almost any selection of literature, you will find how frequently they are used by effective writers. Without them, composition, like the unrelated parts of an automobile, would be useless to any one.

REVIEW OF THE PARTS OF SPEECH

WE ARE EIGHT

Review the eight parts of speech: nouns (page 115); verbs (117); pronouns (150); adjectives (155); adverbs (162); prepositions (167); conjunctions (186, 202); interjections (166). Review these pages, and then see if you can identify each word on this page and classify it as a part of speech. Go slowly; do not guess. When you are in doubt, go back and review. Remember that mastery is your aim.

Home Work

Be able to name each word as a part of speech. For example: "*Loveliness* is an abstract noun." Study the exercise carefully in preparation for a rapid drill.

1. My! that was a horrible sight.
2. Other players, it was announced, were called by the committee.
3. On week days, he drives slowly through the garden in a two-horse carriage; on Sundays, he travels in a luxurious motor car.
4. An art dealer, Mr. Andrew Dray, discovered it and sold it to the Metropolitan Museum of Art for a large sum.
5. In the middle ages, Titian painted colors that glow brightly even now.
6. Use brass pipes for your houses, for plumbing of this sort will last as long as a house stands.
7. "Why, you are nearly exhausted!" she exclaimed.
8. "Ouch! that hurts!" said Alan, as Junior punched him.
9. Nine students out of ten in every class cannot analyze ideas.
10. "Ten long logs lay in a line" is not so hard as "Some sell seashells by the seashore."
11. They respected the power and the swiftness of his mind.
12. Why, in this one sentence you and I may easily find the eight parts of speech.

Class Work

Oral Setting-up Exercise: Define each of the parts of speech.

Prepare eight vertical columns. Head them with the names of the parts of speech. Enter the words in the following paragraph in the proper columns.

Words are symbols by which we express our thoughts and feelings. Each word has a certain duty in a sentence; for example, we have words that name, words that express action, words that join and relate. Why, we even have words to express emotion. Alas! many people get these ideas very slowly; so they always have trouble in naming words as parts of speech. As a result, they have later on still greater difficulty in finding phrases and clauses.

ACHIEVEMENT TEST NUMBER 7

A

Copy the paragraph and identify each underlined construction by placing after it in brackets its name and use:

In spite of these warnings, I went to Europe during August. Why, I never felt so well in my life. Of course, I was rather uneasy going over, but all this talk about seasickness is very much exaggerated. At any rate, what I saw in a few weeks was so very profitable that I was amply repaid for what I felt. To be near those treasures of art in the Old World and to walk around the new places was an education in itself. Say what you will concerning travel; life is not complete without it.

B

Copy the following passage, correcting all grammatical errors:

We had only gone a few hundred yards when we realized that we sure were lost. The directions for the trip had sounded well; but we had taken a trail only marked by painted stones, and useless when snow is on the ground. Such trails scarcely are visible in summer, but they can only be located during the winter by a man who is trained good in woodcraft. However, we stood the trip first-rate; and I'm glad we went, for I enjoyed myself fine.

C

Copy the following passage, correcting all errors:

He don't seem to realize that this lumber has been laying around for years. It looks first-rate. But looks is deceiving. This being a well-established fact. The truth is that this material is rotten almost, its my opinion that its only worth a few dollars. As I told you before. Mr. Jones examined it yesterday. Mr. Jones is my partner. I was with him. Neither of us were of the opinion that such building material would last good. We sure think you had ought to reject the offer.

RECOGNITION OF PREPOSITIONAL PHRASES

PHRASES INTRODUCED BY PREPOSITIONS

A *phrase* is a group of related words used as a single part of speech.

A *prepositional phrase* is a group of related words consisting of a preposition and its object. It is easy to recognize such simple phrases as "on the table" and "by the door," but can you recognize a prepositional phrase when it is introduced by a phrasal or by an *ing* preposition — phrases like "in spite of ill health" and "concerning your attitude"? (Review the list of prepositions on page 167.)

Home Work

Copy the following sentences. Underline each prepositional phrase and be prepared to tell how it is used.

1. In spite of my advice he went, and during the night he became very ill.
2. I made a protest against his tendency to be foolhardy at times.
3. Scraps of food and paper were scattered about the room.
4. On account of the unexpected rainfall, the reservoir is now filled.
5. When I spoke to you regarding your excellent work, I did not mean that you should take a vacation for the remainder of the year.
6. We went through the pasture and came out by Mr. Saunders's farm.
7. At last we have the means by which we can finance the monument.
8. During his college days he formed the habit of copying little bits of information into his notebook.
9. In 1918 there was built upon this site a monument which will fittingly symbolize the heroism of Michigan boys for years hence.
10. During August we made plans for the installation of a heating system.
11. I have talked with your uncle regarding your spending a year here.
12. In spite of comment to the contrary, I still believe that a preposition is a word of importance in composition.

Class Work

Oral Setting-up Exercise: Give a list of nine prepositions; include three types in your list. Use *over* as both adverb and preposition.

Take from dictation and underline each prepositional phrase:

Yesterday I talked with Mrs. Ladd about the professional stage. Because of her experience, I always listen to her with interest and respect. She spoke at length in regard to the influence of motion pictures; and I was interested when she said that, in spite of great improvement, they can never destroy the legitimate theater. I spoke to her about recent inventions by means of which "the movies" reproduce speech. She thinks, however, that despite these miracles the spoken drama will always compete successfully against motion pictures.

WANDERING PREPOSITIONAL PHRASES

FAR FROM HOME

Many of the jokes in humorous magazines are quotations from those who permit phrases to wander away from the words which they are intended to modify. Home for a prepositional phrase is close to the word which the phrase explains.

Notice that phrases used as adverbs may frequently begin a sentence. Placing them there may avoid awkwardness and at the same time add variety to your sentence structure.

Home Work

Rewrite the following sentences so that the meaning of each is made unmistakable:

1. Last week John Edwards fell and injured himself on the back porch.
2. Special offer: a piano by a man going to Europe with carved legs.
3. A special train will carry the remains of Mr. Salters, the gentleman who died to-day as a result of taking poison to his boyhood home.
4. I was transferred late in June to the island on which was situated the hotel in a small boat.
5. As it rained very hard, I started out to feed the cow in a raincoat.
6. Johnnie's stomach was upset by overeating the day before yesterday.
7. I wrote this essay while I was riding to Boston on a scrap of paper.
8. He was a familiar sight, sweeping up Fifth Avenue with his long beard.
9. Mr. William Perkins, while harnessing a bucking broncho last week, was kicked by his corn-crib and instantly killed.
10. While Arthur Jones was escorting Mary Smith home last night, a mad dog attacked Mr. Jones and bit him in the public square.
11. Mrs. Wise of Malden Corners let a can-opener slip last week and cut herself severely in the pantry.
12. A terrific storm broke just as we reached the shore with great violence.

Class Work

Oral Setting-up Exercise: Define prepositional phrase. Give a prepositional phrase used as an adverb and one used as an adjective.

Revise the following passage:

I think that I shall sell this old chair when I go to Boston with one leg gone. I used to keep it for my personal chair before it was broken on the back piazza. Some people think that that chair is an antique with a knowledge of furniture. I shall be pleased, however, for five dollars if I can sell it. This paragraph is all to be sure nonsense, but it may teach some one to place phrases correctly.

SUPERFLUOUS AND MISUSED PREPOSITIONS

FAULTY PREPOSITIONS

Between refers to two; *among* refers to three or more. "I divided it between John and Jim." "I divided it among the boys."

Behind is correct. Do not use the phrase *in back of*.

Off is sufficient. *Off of* is incorrect. "I took it off the shelf."

Either *at* or *about* is correct in expressions of time. *At about* is nonsensical, for if one comes *at* three o'clock, one cannot come *about* three o'clock.

Leave go of is a careless expression for *let go*. "Let go the rope" should be used instead of "Leave go of the rope."

Blame on is another careless expression for *blame for*: "I blame him for this," not "I blame this on him."

Home Work

Copy the sentences. Choose the correct words, correct errors, and fill blanks with the proper expressions.

1. Leave go of me! Why are you blaming the accident on me?
2. Please get my watch (off of — off) the desk in my classroom.
3. Divide the food (between — among) the four men who are here.
4. We arrived three o'clock. If one of the small boys hadn't fallen (off — off of) the wagon, we should not have been delayed.
5. If you had put it in back of your books, he would not have seen it.
6. At about five in the morning we saw him coming in back of us.
7. Get off of that wall. I don't want to have it blamed on me if you fall.
8. At about half past one we saw a large buck in back of a tree.
9. Please keep your feet my chair when you are sitting me.
10. Come ten o'clock. Be prompt, for we don't want any one's tardiness blamed on us.
11. Come down off of the building. There is a ladder those timbers.
12. He had left go of the reins and was climbing down off of the load of hay.

Class Work

Oral Setting-up Exercise: Use *lay*, *may*, *can*, *ought*, and *effect* in sentences.

Write the following paragraph. Correct errors and fill blanks.

From in back of a large yacht chugged a tiny motor boat. Just as it came into view, its motor sputtered and stopped, a fault which was later blamed on a lack of gasoline. Seeing the owner's plight, we slid down the pier, left go of the painter of our boat, and rowed out to him. Just as we had towed him out from between the many vessels in the channel, along came the afternoon steamer, which arrives each day three o'clock.

CONFUSION OF *DUE TO* AND *BECAUSE OF*

TROUBLE IS DUE

Due is an adjective. It must, therefore, modify a noun or pronoun. *Because of* is a phrasal preposition. *Due to* is frequently misused to introduce a phrase modifying a verb.

The poor crops are due (predicative adjective) to the weather.

Poor crops due (adjective) to the weather are reported.

"The crops failed due to the weather" is incorrect. Change to "The crops failed because of poor weather."

Home Work

Fill blanks with the proper words. Correct errors.

1. his being in poor condition he was knocked out.
2. The trip was entirely successful finding the old mine. Our discovery was our dog's chase after a woodchuck.
3. Entirely delighted our swift progress, we failed to notice a deep hole in the road and were soon halted a broken axle.
4. The curious little platforms on top of the houses are to the occupants' desire to have a lookout toward the ocean.
5. The school should be located there the fact that the place is very near the center of the township.
6. Due to our having had to change trains, we arrived half an hour late.
7. the artistically curving streets and large number of trees, some parts of the city are unusually attractive.
8. A success careful planning is a much greater satisfaction than a successful outcome which has been luck.
9. The large circulation of many books is their attractive bindings.
10. Our quarrel was to an unfortunate misunderstanding. Now both of us are sorry it.
11. The soil is very rich due to the annual overflow of the Nile River.
12. On the wall the pictures were all awry due to an explosion.

Class Work

Oral Setting-up Exercise: Use correctly in sentences: *fine, nice, lovely, apt.*

Revise the following paragraph:

Due to the informality of the occasion, we decided to wear our golf suits. It soon became evident, however, that we had been misinformed, and that, due to our attire, we were about to spend an embarrassing evening. In view of the fact that our predicament was due entirely to misinformation, the other guests were very kind and appeared not to notice anything amiss. Because of their consideration, we were relieved and passed a few hours pleasantly due to the excellent music.

RECOGNITION OF INFINITIVES

CAN YOU FIND THE INFINITIVES?

An infinitive is part of a verb preceded by *to*. *To* is called the sign of the infinitive, although sometimes it is not expressed. For example, we say "We made John wait (to wait)." An infinitive is used as a noun, "*To see is to believe*;" as an adjective, "He enjoys books *to read*;" and as an adverb, "He studies *to pass*." Notice that when the infinitive is used as an adjective it is equal to *for* plus an *ing* form of the verb. "Books *to read*," for example, is equal to "books *for reading*." When the infinitive is used adverbially, it equals "in order to." "He studied *to pass*" equals "He studied in order to pass."

Home Work

Copy the following sentences and underline each infinitive:

1. Do not add prepositional phrases to your list of infinitives.
2. He practiced throughout the winter to get himself in condition.
3. To err is human; to forgive divine.
4. He dislikes to read any book which is assigned him to study.
5. The Supreme Court ruled that the union had a right to strike and that to restrain them was contrary to the spirit of justice.
6. "To wear out, not to rust out" is the motto of a senator from the South.
7. To-day he is said to be worth a million, although at seventeen he began to work in a rubber factory to support his widowed mother.
8. These pamphlets will tell you whether to buy or sell.
9. Do you realize that this little sentence, "To be good is to be great," contains two infinitives?
10. To understand the infinitive it is only necessary to recognize a verbal noun preceded by *to*.
11. Of course, it is necessary to make some allowance for his weight.
12. To know a verbal noun when you see it, particularly to recognize infinitives, is part of your grammatical training to write.

Class Work

Oral Setting-up Exercise: Give all the infinitive forms of *lay*, *call*, *strike*, *bring*, *send*, active and passive voices, in all tenses.

Take from dictation and underline each infinitive:

To complete your knowledge of infinitives, I must urge you not to split this construction. Of course, you have not failed to observe that an infinitive consists of a verb with *to* before it. It is considered an error to put an adverb between the *to* and the verb. Thus we should not attempt to write such phrases as "to swiftly run." Finally, to get the most out of this short passage of dictation, you must learn to understand the sense of the passage as well as to find the infinitives.

INCORRECT USES OF INFINITIVES

ABUSED INFINITIVES

An infinitive should not be cleft or split by an adverb; *to enjoy thoroughly* or *thoroughly to enjoy* is correct; *to thoroughly enjoy* is considered poor style.

The same case is used after an infinitive as before it: "They knew the man (objective) to be me (objective)," not "They knew the man to be I."

A second infinitive, not the conjunction *and* with another verb, is used after *try*. "She will try to see him," not "try and see him."

An infinitive immediately preceding the subject refers to action by the subject: "To succeed, a man must be alert" is correct. "To enjoy a play, the seats must be comfortable" apparently means that the seats are to enjoy the play. Revise to "To enjoy a play, one must have a comfortable seat."

Home Work

Copy the sentences. Choose correct forms and revise sentences in which there are errors.

1. It may seem a small matter to occasionally split an infinitive, but advertisers have been severely criticized for this error.
2. The girl who is lost is thought to be (she — her) whom we saw to-day.
3. Try come to-morrow. I shall try and be here.
4. In a crisis like that a man cannot afford to thoughtlessly say anything that comes into his mind.
5. To judge the finish accurately, you should be in line with the tape.
6. As the flames began to rapidly mount the tower, the firemen seemed to try and bring their streams to bear upon it.
7. Finally I saw the man to be he for whom I was in search.
8. Try remember not to hastily make a decision about a stranger.
9. For a man who was to try and become an engineer, he chose a strange sort of education.
10. To walk easily, the feet must be given good care.
11. A pilot was expected to meet the ship and to safely guide her in.
12. Try and think about all the rules when you are attempting to accurately correct the sentences.

Class Work

Oral Setting-up Exercise: Use *above* as a noun, adverb, adjective. Use *in* as an adverb and as a preposition.

Revise the following paragraph:

To really master a book, it must be read slowly and thoughtfully. One must try and learn the names of the characters and places and to clearly picture them for oneself as they are described. Furthermore, one must be alert to quickly notice problems which are introduced and to see what solution the author intended.

IDENTIFICATION OF PARTICIPLES

CAN YOU FIND THE PARTICIPLES?

A participle is a word formed from a verb and used as an adjective. Sometimes you will think that a participle is a verb; but you must remember that words like *standing*, *running*, and *dashing*, when they stand alone, are never verbs. Participles, like verbs, may be either active or passive. The active participles end in *ing*; the passive participles usually end in *d*, *t*, or *n*. Examples: "*running* water" (active). "The books *listed* in the catalogue," "The man *seen* on the street," "A *spent* bullet" (passive).

Home Work

Copy the following sentences. Underline each participle and place after it in brackets the letter A or P to indicate whether it is active or passive. Be careful not to include past tenses of verbs or parts of verb phrases.

1. Walking directly to the spot, I made a diagram for future reference.
2. "I find," said Mr. Walters, smiling, "that many of the books listed in your catalogue are more ornamental than useful."
3. Standing by a lonely country road is an old deserted farmhouse.
4. Wolf, casting a sidelong glance at Dame Van Winkle, fled to the door.
5. He had drawn features and dark lines printed beneath his eyes.
6. There sat two pompous coachmen dressed in tight-fitting uniforms.
7. The rolling clouds blotted out a million twinkling stars.
8. Simpson was always referring to certain magazines edited by radicals, hoping that he would be considered an "advanced thinker."
9. In one corner, less tattered than the rest, was an embroidered coronet.
10. Looking through the partly drawn shades, he saw the outline of a man.
11. The band of insurgents defending the center retreated, as with bristling bayonets and waving flags our company made its daring assault.
12. The table, glittering with silver and cut glass, was lit by shaded candles.

Class Work

Oral Setting-up Exercise: Form the participles of *begin*, *play*, *drown*, *send*, *enjoy*, *done* in all tenses of the active and passive voices.

Take from dictation and underline the participles:

Walking cautiously up the stairs, I peeked in through the half-opened door. I called softly. Hearing no answer, I entered. There stood the old colonel, bending over an ancient trunk. By the dim light which filtered through the drawn curtains, I could see his shining eyes as he fondled tenderly an old uniform rent with the bullets of Appomattox and stained with the blood of Vicksburg. I tiptoed from the room, finding myself unable to interrupt one who with bared head was paying tribute to his past.

NON-RESTRICTIVE PARTICIPLES

PARTICIPLES WHICH ADD A THOUGHT

Participles which add an idea are called *non-restrictive*. They are just like non-restrictive constructions of any form: they mean *in addition*. For example, in the sentence "Walter, being undecided, turned back" the main idea is that "Walter turned back." In addition, he was "undecided." Restrictive participles point out: "The boy standing there (the one pointed out by *standing there*) is my brother." (See page 82 for punctuation.)

Home Work

Copy the following sentences. Underline the non-restrictive participles. Notice how they, with their modifiers and complements, are punctuated.

1. In 1924, Burgess, having completed his studies, went to New York.
2. That young lady walking toward the main entrance is Mrs. Cummings.
3. Mr. Wyland, worn and tired from his recent experiences, needed a rest.
4. My father, determined to have justice at any cost, appealed the case.
5. Any boy or girl carrying five courses must study very hard.
6. Our boys, having scored twelve victories, are the undisputed champions.
7. Getting up before five o'clock, I put on my clothes, packed my kit, and started up the ravine while the weather was yet cool and clear.
8. Any one wishing to succeed in the United States should forget fine phrases about "The Land of Liberty" and devote himself to hard labor.
9. Those who, forgetting the sacrifices of others, think that they have a natural claim to all they can get are a menace to civilization.
10. The behavior of young people, considered by many to be rather jazzy in the present day, really differs very little from one generation to another.
11. Not caring to risk another night in the woods, I started out on a path following the river bed, hoping in this way to strike the Dublin road.
12. Books of the present day, seen by one who knows literature, lack many elements making them of permanent value.

Class Work

Oral Setting-up Exercise: Define *participle*. Contrast participle and infinitive. Give all participles of *walk*, *risk*, *carry*.

Take from dictation and underline the non-restrictive participles:

Being interested in literature, Mrs. Marsh and I naturally enjoyed our conversation about books of the present day. We agreed, admitting the popularity of fiction, that of all the literature having greatness of style and thought, biography is the outstanding type to-day. Essays and short stories, being adapted to the busy life which people lead, we thought popular mostly on account of their form. Modern biography, however, having grace and power of style as well as inspiring material, is of far greater value than any other form of literature.

DANGLING PARTICIPLES

WHAT DO THEY MODIFY?

Many of the latest jokes, such as "We ate everything, including little Johnnie," originate in the failure to relate participles to the nouns which they should modify. Of course, the real humor in such sentences lies in the fact that those who compose them do not intend to be funny. A fundamental rule of clearness is this: *Always relate your participles unmistakably to the nouns which they modify.*

Home Work

Revise the following sentences so that the participles refer clearly to the nouns which they were intended to modify. Possibly you will need to supply the noun. Participles which begin a sentence modify the subject.

1. With greatest delight, we devoured everything, including Walter Smith.
2. Growling fiercely and crouching for a spring, young Edwards saw the form of a large bloodhound.
3. Studying at home with tutors, Virginia's real education began in 1917.
4. There came Mr. Johnson, with his white whiskers, running up the street, blowing merrily in the morning breeze.
5. Running to the Union Station yesterday, the whistle of the 9.15 train blew in the distance.
6. Putting on my head-phones, the symphony concert came in very clearly.
7. The golden dome of the capitol came into view, walking around the corner of Tremont Street.
8. Opening the door, the weather was found to be below zero.
9. He went down the little alley, strolling along with a smile.
10. Arthur came and asked me to go walking while eating my dinner.
11. Arriving at the top of the mountain, the great valley could be seen.
12. Passing down the main corridor, a large doorway appears in the distance.

Class Work

Oral Setting-up Exercise: Give three sentences containing participles used as predicate nominatives. Criticize: "The roof had began to leak."

Revise the following passage:

Bob soon came in, having eaten my dinner, and asked me to go skating. Being in a mood for vigorous exercise, the pond was soon reached. It was a fine afternoon; and we enjoyed everything, including Tommy, Bob's youngest brother. Putting on our skates, it was only a few minutes before we were gliding merrily over the smooth ice. Cheeks flushed, lungs full of fresh air, minds and hearts tuned to the joy of living, a game of hockey was soon started. What fun we had and how time flew! While playing only our second game, the six o'clock whistle blew, and we had to turn reluctantly homeward.

IDENTIFICATION OF GERUNDS

THE *ING* NOUNS

A gerund is a verbal noun ending in *ing*. As a verb, it takes adverbial modifiers and complements. As a noun, it is modified by adjectives, used as a subject, object, predicate nominative, or in any of the other noun constructions. In the sentence "*Swimming* is good sport," *swimming* is a gerund. Why? It comes from a verb; and being the subject of *is*, it is used as a noun. Does it sound like a verb to you? To enable you to see the difference is the main object of the exercises which follow.

Home Work

Copy the following sentences. Underline each gerund and be prepared to explain how it is used.

1. Organizing a team from inexperienced players is a difficult task.
2. In 1924 I worked for a large publishing concern; my principal task was wrapping books for shipment.
3. I attributed his masterful style to his reading of excellent literature.
4. Listening to the radio is becoming the world's greatest indoor sport.
5. What he lost financially by running for public office he gained in respect from his fellow citizens.
6. His going was a signal for loud shouting and cheering.
7. Mary undoubtedly enjoys reading fiction, but I regret to say that in spending so much time on novels she overlooks her textbooks.
8. Sleeping, eating, and playing are important; but they are not our primary aims in living.
9. By moving the stone two inches to the left, we succeeded in making a space large enough for Thompson to crawl through.
10. He was told that his main duty was to become a useful citizen.
11. Jones spoke to me in regard to doing some work on Friday afternoon.
12. When Mary came to me with the story of Prince Eugene's coming, I told her that seeing is believing.

Class Work

Oral Setting-up Exercise: Use *can*, *liable*, *likely* in sentences. Give an infinitive used adverbially. Explain the term *dangling participle*.

Take this passage from dictation and underline the gerunds:

In taking a vacation, our principal aim is getting a change. We seek relaxation by going into strange places where we may have new interests. Thus hunting affords many people an ideal vacation. Hiking over meadows and hills gives the exercise which we need, and seeking for game demands mental alertness which relieves tired nerves. Moreover, in studying the habits of wild life and in hunting we find a means of increasing our knowledge as well as improving our health.

GERUND, PARTICIPIAL, AND INFINITIVE PHRASES

PHRASES INTRODUCED BY VERBALS

Phrases are named for the constructions which introduce them. Thus, if a phrase is introduced by a gerund, call it a *gerund* phrase. If it is introduced by a participle or an infinitive, call it a *participial* or an *infinitive* phrase.

Home Work

Divide your paper into three columns. Under the proper headings, copy the gerund, participial, and infinitive phrases which you find in the following sentences. Be prepared to tell orally how each phrase is used.

1. To be interested keenly in what we are doing is vital to success.
2. Bouncing over cobbled streets in a bus is not my idea of pleasure.
3. Walking slowly into his office, I steeled myself to appeal for more pay.
4. He began to sail a boat when he was only nine years old; so, reviewing his career, I am not surprised that he has entered the navy.
5. By taking gas before the dentist begins his brutal work, we undoubtedly decrease the pains to be endured and increase the dreams to be enjoyed.
6. By turning into Walnut Street, I was able to avoid the traffic.
7. Climbing laboriously to the summit of Mt. Washington is for me a delight long to be remembered.
8. Coming nearer to the building, I found it too dilapidated for our use.
9. Promising not to do an act again is not quite so satisfactory as not doing the act at all.
10. Whistling is not to be regarded as a sign of happiness; like humming an old tune, it may be a sign of profound meditation.
11. By studying with tutors, he was able to gain admission to Oxford.
12. President Roosevelt made a careful study of the art of shaking hands.

Class Work

Oral Setting-up Exercise: Illustrate the four different types of nouns. Use as nouns infinitive, gerund, and prepositional phrases.

Take from dictation and underline the phrases introduced by verbals. Number gerund phrases, 1; participial phrases, 2; infinitive phrases, 3.

Speaking clearly and persuasively, he argued that there were three mistakes to be avoided in considering the subject of modern education: thinking knowledge to be synonymous with wisdom; believing erroneously that all people are qualified to be educated in a university; accepting the faulty idea that colleges are the only sources from which education is to be derived. He urged all thoughtful people to consider these ideas carefully, for only by avoiding these errors, he said can we hope to create an intelligent nation.

REFERENCE OF GERUNDS — POSSESSIVE WITH GERUNDS

THEY NEED OWNERS

Gerunds at the beginning of the sentence must refer to the subject. Frequently a misused gerund refers to something not mentioned in the sentence: "After eating supper, a camp fire was built" apparently means that the camp fire ate supper. Revise to "After eating supper, we built a camp fire."

Nouns and pronouns which modify gerunds are regularly in the possessive case. "I heard of *her* attending the party" sounds correct and is correct. However, "I heard of Helen attending the party" is wrong. Watch the nouns; we seldom fail to use pronouns correctly with gerunds.

Home Work

Revise the following sentences to make the gerunds refer unmistakably to the subject. See that the nouns which modify gerunds are in the possessive case.

1. On entering the room the smoke was so thick that we could see nothing.
2. After leaving Poughkeepsie the country becomes flat and uninteresting.
3. Mr. Walton was disgusted by Hardy failing three times in as many days.
4. I am amused when I remember Dorothy offering to help me.
5. Instead of throwing a rug over the blazing pan of fat the fire department was called.
6. After having served as president twice his nomination was opposed.
7. On reaching shore, the keel of the boat was found to be loose.
8. After being in the country but a few months, her English is very good.
9. Although burning rapidly on the roof, the neighbors safely carried out all the furniture on the lower floor.
10. By alarming the neighbors, the burglar was captured.
11. On investigating the accident carefully, the cause of Mr. Hampton breaking his ankle was found to be a loose step on the staircase.
12. After being aroused, it was discovered that we had overslept.

Class Work

Oral Setting-up Exercise: Criticize: "He said that he would try and go with us." "He usually covers his beat in rainy weather in an automobile."

Revise the following paragraph:

After finding no food in the cabin, our appetites were further increased by the mile walk back to the village. On reaching the store, the total wealth of the party was found to be only ninety cents. Because of the storekeeper being good-natured, four cans of beans, two loaves of bread, some butter, and a pie were purchased. Then we returned to camp.

ABSOLUTE PHRASE

NOT A SENTENCE — ABSOLUTELY NOT!

An *absolute phrase* is an adverbial phrase consisting of an *unrelated noun* and a *participle*. The introductory noun is in the nominative case and is known as a "nominative absolute." Consider the sentence: "*The storm being over*, we decided to continue our journey." The *storm being over* is an adverbial phrase, for it explains *why* we decided. *Storm* is an unrelated noun, for it does not modify any word, nor is it used as a subject or complement. *Being* is a participle, used to modify *storm*. Thus this phrase fulfills the requirements of every absolute phrase: it has an *unrelated noun* and a *participle*; it is used *adverbially*. (For punctuation see page 83.)

Home Work

Copy the following sentences. Underline each absolute phrase and prepare to explain what it modifies. Be on your guard against including participial phrases; they modify *related* nouns: subjects, complements, etc.

1. All things being considered, yours is the better car.
2. The caretaker being unwell, I was forced to assume some of his duties.
3. The sun having gone behind the clouds, we were for a moment delayed in taking the observations.
4. The captain, having been at the wheel during the storm, was exhausted.
5. Most of us, being unaccustomed to this sport, did not enjoy the game.
6. Our team having been defeated on Saturday, we were all rather blue.
7. Our boat having withstood the surf, we came to the wharf unharmed.
8. Boys desiring to catch the twelve o'clock train must omit the class.
9. The principal speaker having left, we closed the meeting.
10. The cars went by the way of Park Street, the main road being closed.
11. The construction being an absolute phrase, I put a comma after it.
12. The absolute phrase being a form which sounds like a participial phrase, it is sometimes punctuated incorrectly.

Class Work

Oral Setting-up Exercise: Explain the underlined group of words: Mr. Edwards, being highly recommended, was given the position.

Revise the following passage: (Notice the heading on this page.)

I decided to avoid Main Street. My brakes being worn. In this section danger of inspection is greatest. Traffic officers around there being very numerous. I finally went by way of June Street. This being the shortest route. An officer becoming suspicious. I was eventually stopped, however, just before I reached Clarkson Avenue. I was permitted to go, nevertheless, without even a warning. My old brakes performing much better than usual.

REVIEW OF THE TYPES OF PHRASES

NAMED FOR THE FIRST WORD

Phrases, you will recall, are named for the construction which introduces them. Here they are listed in the order in which you have studied them. Can you define and illustrate the five types? Possibly you need to review pages 170, 180, 182, before considering this page.

Five types of phrases:

1. Prepositional: He was injured *during the game with Plainville*.
2. Infinitive: *To be healthy* is a requirement of modern life.
3. Gerund: *Eating slowly* is advised by all coaches.
4. Participial: The boy *pulling the cart* is Edward Jones.
5. Absolute: *The boat having left*, I returned to the hotel.

Home Work

Copy the following sentences. Underline each phrase and place in brackets after it words which denote its name and use.

1. The game having been discontinued on account of rain, we returned.
2. Boys having trouble with spelling ought to consider how they speak.
3. Talking loudly is not to be considered speaking forcefully.
4. My flashlight being broken, I was forced to stumble along the path.
5. My old antenna, being worn and rusty, was dismantled.
6. Reading books is for many people the only means of travel.
7. On July twenty-second I wrote to Barton Brothers concerning the books.
8. A child taking his first lesson in walking must expect some hard knocks.
9. To develop ability to distinguish opinion from fact is to gain power.
10. A sure way to make an enemy of a friend is to lend him some money.
11. Promising not to return before eight o'clock, he turned and left.
12. Repetition being desirable for all students taking English, I have decided to summarize briefly the five types of phrases, even though grouping them is very difficult.

Class Work

Oral Setting-up Exercise: Distinguish *phrase* and *clause*. Define and illustrate *gerund*, *participle*, *infinitive*, *absolute noun*.

In the columns headed *Phrase*, *Name*, *Use*, list each phrase in the following paragraph; name it; and tell how it is used:

A student writing an essay for the first time should remember above all else to make his composition a reflection of his own personality. The topic having been chosen, he ought for the moment to focus his attention upon writing fluently and enthusiastically in a manner that is personal and intimate. Imitating a teacher's style seldom leads to the creation of an effective essay.

ACHIEVEMENT TEST NUMBER 8

A

In three vertical columns headed Phrase, Name, Use, list each phrase in the following paragraph; give its name; and tell how it is used:

Walking timidly into the main office, I prepared to ask my employer for a raise in salary. Mr. Andrews being a very gruff man, I was decidedly nervous. Asking him for a raise in salary causes me more terror than the thought of falling from a nine-story building. Being determined to get the matter over with, however, I finally told my story, hoping that he would not blast me on the spot. Finally, clearing his throat in his customary manner, my employer began to speak. "Walters," said he, "the firm having lost ten thousand dollars last year, I find it difficult to raise any one's salary this year. Giving increases at this time is positively dangerous. However, you are very valuable to my concern; expect a dollar more from now on!" Being of a tolerant spirit, I actually found the voice to thank that man.

B

Copy the following passage, making necessary revisions:

Colonel Spences going to Springfield is positively a tragedy. Now I shall have no one to swiftly pursue in the early morning hours, and no one to bitterly put the blame on when I miss the morning train. Being about the same distance from the station, there was a rivalry among us to determine who could remain the longest at home and get to the station the soonest. Part of our enthusiasm was due to our flower gardens. Due to our desire to always spend as much time as possible in them, we stayed in back of our houses until the last moment. Then suddenly whistling in the distance, we would hear the train, leave go of our hoes, toss our old hats off of our heads, and grabbing our bags, the race would begin. Alas! Those days are gone! In running for the train now there will be no zest; the trains shrill whistle will no longer be a challenge.

C

Copy the following passage, making whatever corrections you think necessary:

Macbeth was a general. He was a Scottish general. He was in King Duncan's army. Returning victorious from battle, some witches met him, they prophesied that he might some day be king. Being of an ambitious nature, it was natural that this idea should appeal to him strongly. Thus began his downfall. From this moment on, due to his inability to stifle his evil desires, he began a series of acts which only could end in catastrophe. A fascinating story. One showing that it is proper to be ambitious, but that they hadn't ought to be too ambitious.

INDEPENDENT CLAUSES

THEY MAKE COMPLETE STATEMENTS

A *clause* is a group of words containing a subject and predicate and used as part of a sentence. An *independent clause* is a part of a sentence which makes a complete statement. Removed from the sentence of which it forms a part, it is like a simple sentence. For example, the sentence "He went to Boston, but I hurried to New York" contains two independent clauses. Each clause makes a complete statement. Test them.

A sentence containing two or more independent clauses is called a *compound sentence*. (See page 216.)

Home Work

Copy the following sentences. Underline independent clauses. Place parentheses around each clause which does not make a complete statement. Check each compound sentence.

1. A loud-mouthed person is never forceful; real force is finer and deeper.
2. "The tender grace of a day that is dead will never come back to me."
3. What he said remained in my memory. (The independent clause is the *entire sentence*, for "What he said" is the subject of "remained.")
4. "You're only a boy, Young Fellow My Lad; you aren't obliged to go."
5. "Life's noon burns up the morning chill; life's night rests feet which long have stood."
6. The average person looks surprised when he is told about flying fish.
7. This work, as I have said, should be a regular part of the course.
8. The natives turned somersaults and struck each other over the head.
9. Either he is influenced by psychic forces, or he is partially insane.
10. He made signs that he was a friend; however, I remained where I was.
11. Tuckerton was devoid of the material that we sought; so we moved on.
12. You know what an independent clause is; but you may overlook the fact that one of these sentences has only one subject and one predicate.

Class Work

Oral Setting-up Exercise: Illustrate four different types of adverbs. Use as adverbs a prepositional phrase and an absolute phrase.

Take from dictation and underline the independent clauses:

Recently I read an advertisement which contained some wise advice. It told the story of Colonel Prescott, who with twelve hundred men defended Bunker Hill in 1775. Colonel Prescott won because he conserved his resources. He did not have great man-power; he was without an adequate supply of ammunition. What he did have, however, he used at just the right time. What he did suggests a plan for living: spend your powers lavishly, but only when you see your objective clearly.

COÖRDINATE AND CORRELATIVE CONJUNCTIONS

JOINING INDEPENDENT CLAUSES

If you have really learned to recognize words, phrases, and clauses, you are now ready to consider conjunctions — *expressions which join words, phrases, and clauses*.

On this page are considered only two types of conjunctions: (1) coördinate conjunctions, conjunctions which join equal parts: *and, but, or*; (2) correlative conjunctions, conjunctions which also join equal parts and which occur in pairs: *both — and, not only — but also, either — or, neither — nor*.

These conjunctions are distinguished by two facts: (1) They are pure conjunctions; that is, unlike words like *how* or *however*, they are not other parts of speech used as conjunctions; (2) When properly used, they will always join parts which are alike grammatically. (For punctuation see pages 89, 90.)

Home Work

Copy the following sentences and underline the conjunctions. Be prepared to tell what words or groups of words they join.

1. By persistent and intelligent work he became president.
2. Neither was his address interesting, nor was it inspiring.
3. We tried to coöperate, but they called us weak.
4. It was not only a large dragon, but evidently an old one.
5. Let us not shrink from justifiable strife, moral or physical.
6. She came again and again, and finally she got soldiers.
7. We had been friendly rivals, but here was a different affair.
8. From the verdict she rises pure both in mind and in heart.
9. Either the masts or the sails must give way in such a storm.
10. Not only in fair weather, but also in driving storms he stood guard.
11. Both in erecting your tent and in making your campfire you will be aware of your ignorance and will envy the guides.
12. Choose this one or that; both are interesting and useful.

Class Work

Oral Setting-up Exercise: Define and illustrate five types of phrases. Distinguish phrases and clauses by definition and example.

Take the following paragraph from dictation. Underline the coördinate conjunctions once and the correlative conjunctions twice.

Neither delivery nor subject matter is of greater importance in a speech. A pleasing delivery and an impressive voice are necessary, but interesting and inspiring thoughts are equally essential. An effective speaker must not only have something to say, but he must also be able to say this something with clarity and power. Those who do not learn this lesson become either trivial or incoherent.

COÖRDINATING ADVERBS AND PHRASES

THESE ALSO JOIN INDEPENDENT CLAUSES

The words on this page are, strictly speaking, not conjunctions. Some of them are adverbs used as connectives — *conjunctive adverbs*; others are phrases used as connectives. Like the coördinate and correlative conjunctions, however, these words always join independent clauses. (Notice particularly that each word expresses a definite idea; and as you memorize the conjunctions, learn what they express.) (For punctuation, see page 92.)

ADDITION: *moreover, in addition, too, likewise, furthermore, besides.*

CONTRAST: *however, whereas, nevertheless, yet, on the contrary, still.*

FOLLOWS IN POINT OF TIME: *then, eventually, whereupon, thereupon.*

CONSEQUENCE: *so, thus, hence, therefore, as a result, accordingly.*

Home Work

Copy the following sentences. Underline each connective and place after it in brackets a word like "contrast" or "addition" which shows the nature of the thought expressed. WATCH THE SEMICOLONS.

1. "I have seen; therefore I believe."
2. The fire was not caused by smoking; on the contrary, it was set.
3. Admiral Gaus began to bombard at eight-fifteen; then the looting ceased.
4. Quiet reigned to-night; yet there are indications of trouble.
5. Mr. Fox started humbly; now, however, he controls many theatres.
6. Mr. Davidson resides in Texas; hence his work pictures that state.
7. Your essay is remarkable; nevertheless, it is monotonous in style.
8. They received excellent pay; still they saved nothing.
9. John Hamilton was captain of last year's football team; he was, moreover, the president of his class.
10. He conducts our orchestra; and, in addition, he is a composer of ability.
11. The judges agreed we won; they said, too, that this was a good contest.
12. Some people *like the* picture; on the contrary, many do not care for it.

Class Work

Oral Setting-up Exercise: Name coördinate conjunctions which may be used as synonyms for the following words: *moreover, likewise, whereas, too, however, nevertheless.*

Copy the following selection. Write in exact connectives.

A conjunction is a word that connects words, phrases, ... clauses. It may not be the *most* important word in a sentence; it is very important. Those who use *but* when they mean *and* are clear effective. Grace in writing is desirable; exactness is absolutely necessary; it is essential that we master conjunctions.

SAYING WHAT YOU MEAN

“ANDERS” AND “BUTERS”

No matter what some people mean when they join independent clauses, they say *and* or *but*. The continuous use of these two words is a sign of “conjunction poverty”; it is, furthermore, evidence of incoherence.

The secret of making your independent clauses express what you have in mind is to master and use the connectives on the preceding page. Stop being an “Ander” or a “Buter.”

Home Work

Copy the following sentences. For each *and* or *but* substitute a connective which expresses the relation of the thoughts in the two clauses. Be careful to keep the semicolons before the connectives.

1. He was injured; and we took him to the hospital.
2. We have done our best; but I believe that we shall fail.
3. Esther ran to a neighbor's house; but I called the police.
4. My invention is useless; and so is yours.
5. Miss Hosmer is a distinguished soloist; but she flatted on high notes.
6. He is regarded as a strong man; and he has also a reputation for honesty.
7. Milton promised us a new standard of health supervision; and he guaranteed local self-government.
8. Alden was always talking about himself; and he was very unpopular.
9. Silas had shiny black hair; but his eyes were alert and searching.
10. There are in the United States about three million miles of road; and transportation is congested in many places.
11. A lyric is usually written in stanza form; and it has melody and beauty.
12. Johnson hungered for knowledge; and he read industriously.

Class Work

Oral Setting-up Exercise: Explain with illustrations the following terms: phrase, absolute phrase, independent clause, compound sentence.

Copy the paragraph and substitute for each *and* or *but* a more exact connective:

We were trying to find a new maid; and, as the house is small, we were interviewing candidates in the living room. Many applicants were considered; but we remained unsatisfied. Then came the minister's wife to pay a social visit; and we immediately put on our best manners. All went smoothly until Alan, our youngest, arrived. I did not introduce our son; and it was not surprising that he mistook our guest for a prospective maid. “Well, mother,” said he, “who might this be? Think you'll keep her?” I said, “Scoot!” My wife said, “Scat!” Naturally the parson's wife was embarrassed; and we no longer mix household duties with social affairs in our home.

AND SHOULD CONNECT EQUAL PARTS

ERRORS IN ADDITION

And, as we have seen, means "in addition to." It should always be used to join equal parts. It must not be used, for example, to join a phrase to an independent part: "He put up a sign to keep people off his grass, and thereby improving his lawn." A similar error arises from joining two unequal parts by *and which* or *but which*: "This is an excellent essay, and which I advise you to read." Be particularly careful to watch *and* in a series; the parts must be *similar in type*. Notice how awkward and incoherent this sentence is: "Last year he had a chance to run, to play football, and swimming."

Home Work

Revise the following sentences, correcting the improper uses of *and*:

1. My father has given me a choice of three trips: to accompany mother to New York, to go to the mountains, and I may go to the seashore.
2. He had queer tastes, and thereby becoming popular in our community.
3. This is an interesting essay, and which is also inspiring.
4. Johnson and I agreed to go to Chicago, and that later we visit friends.
5. It is an important book, and which I shall be glad to read.
6. When I returned from college, father promised to buy me a car, but which he seems to have forgotten.
7. *Silas Marner* is a novel of character, and which pictures English life.
8. He talks equally well on education, religion, and to discuss effectively current affairs.
9. The Vitaphone is an invention and which increases the effectiveness of motion pictures.
10. The addition to the school enables our children to attend the morning session, and thus enabling them to have full-time instruction.
11. She dances with grace, agility, and enthusiastically.
12. The conjunction *and* joins equal parts, and thus not being used to connect a phrase to an independent part.

Class Work

Oral Setting-up Exercise: Give five words which mean *in addition*. Give ten words which join equal parts and tell what each word means.

Rewrite the following passage, correcting all mistakes:

Walking, and which is my favorite exercise, is healthful, invigorating, and I enjoy it. To benefit most by walking you must get in the right frame of mind, dress properly, and to walk rapidly. Some people walk as a duty, dress too warmly, and just strolling along. This is not the proper use of walking as an exercise, and which is neither profitable nor enjoyable.

CORRELATIVE CONJUNCTIONS BEFORE SIMILAR CONSTRUCTIONS

TWINS

Correlative conjunctions are used in pairs. The most common ones are *not only — but also*, *both — and*, *either — or*, *neither — nor*, *whether — or*. They must precede similar grammatical constructions. “The victim looked *both* angry *and* miserable,” “The engine *not only* runs smoothly *but also* develops great power” are correct sentences. Notice that in the first example both conjunctions precede adjectives and that in the second sentence they precede verbs. The following sentences are incorrect: “The victim *both* looks angry *and* miserable.” “The machine runs *not only* well *but also* develops great power.” The conjunctions do not precede similar grammatical parts.

Home Work

Copy the sentences. Fill blanks with correlative conjunctions, and correct sentences in which the conjunctions are wrongly placed.

1. A reckless driver endangers his own life the lives of others.
2. The team will arrive on the noon train on a later one.
3. On a clear day one can see Mt. Wachusett the top of more distant Monadnock.
4. We can win his affection stir him to anger.
5. The dog broke his chain ran miles away from home.
6. the agent the customer were angry.
7. Athletics not only should develop good bodies but also good brains.
8. Our holidays are either spent at home or at our camp.
9. Her attire is either very careless, or she is overdressed.
10. The city affords not only opportunities for those who enjoy musical entertainment, but also those who enjoy plays can attend the theater.
11. Neither his affection for his father nor his mother influenced his conduct.
12. The traveler neither had a knowledge of the country nor a sense of direction. He not only appeared tired but also thoroughly perplexed.

Class Work

Oral Setting-up Exercise: Compose sentences containing the following words with pronouns referring to them: *each*, *either*, *any one*, *everybody*, *some one*.

Revise the following paragraph:

Either Mason was a good player or an unusually lucky one. He made not only a three-bagger but also hit well every time he came to bat. When he was in the field, he neither missed a catch nor a throw. In fact, a long high fly in his direction both brought the spectators to their feet and the runner looked disgusted, as if he knew that he was out.

ACHIEVEMENT TEST NUMBER 9

A

Copy the following paragraph and underline each independent clause:

An independent clause is one which expresses a complete idea. Unlike a subordinate clause, which is dependent on some other sentence part to complete its meaning, it is an entire statement. I have observed that many people overlook independent clauses, especially in sentences like this. Then, too, people seem to undervalue an independent clause. Ask a student to give you the clause, and he will give the subordinate clause; but he always leaves out the independent one. We ought not to make such mistakes, for independent clauses are very important. They express the ideas we add, and they express our contrasts. Moreover, we must learn to understand such clauses, or we shall misuse them.

B

Copy the following passage, making whatever changes in structure you consider necessary:

We usually think that either a poem must be known for perfection of structure or the way it is written, if we are to consider it great. I know a poem, however, which lacks both these qualities, but which is a great poem. It gives us truly and beautifully the impression which the author had in mind, this fact thereby making up for lack of perfection in rhyme, rhythm, and the way the stanzas are formed. Truth, beauty, and when the thought is powerful are more important than mechanical precision. I admit, moreover, that we should not lose sight of the necessity for good structure, and thereby letting a great idea be expressed in awkward form.

C

Copy the following passage, making whatever changes you consider necessary:

If I was asked, I would give an entirely different answer from yours. Every one of us have three parts: body, mind, and we have a spirit. I believe we hadn't ought to neglect any one of these. You evidently haven't begun to fully realize this fact. Between you and I, I think we'd be awfully poor people if we followed your plan and only developed our bodies. Due to this idea, many a person has developed a big neck but a small soul. It don't seem right.

RELATIVE CLAUSES

THEY ARE USED AS ADJECTIVES

A *relative clause* is an *adjective clause* modifying a noun or pronoun. Relative clauses are introduced by the relative pronouns *who, which, that, as*, and by the relative adverbs *when, where, why, whence, thence* after nouns of time, place, and reason. The relative pronoun *that* is frequently omitted in the relative clause when it is the object of a verb or of a preposition. Relative clauses are *subordinate clauses*, and sentences which contain them are *complex sentences*. (See page 216.)

Relative clauses, like participial phrases (see page 177), are restrictive or non-restrictive. Restrictive clauses *point out or identify*. In "I know the man who is coming" *who is coming* is used to tell *which man* you know. Non-restrictive clauses *merely add information*; they do not identify, as in "I visited Boston, which is in Massachusetts." Non-restrictive clauses are always set off by commas. (See page 85.)

Home Work

Copy the following sentences. Underline once each relative clause, and twice the word which the clause modifies.

1. The washstand, which was kept upstairs, has been removed.
2. He arose from the Morris chair which he had been occupying.
3. Percival tried to keep his voice down to the pitch where it belonged.
4. I took steps which, I am sure, no Russian dancer could have equaled.
5. There are times when I wish I could be patient.
6. The suit which he wore was marred by stains that defied description.
7. You practice many economies; that is the reason why you succeed.
8. It was not a new idea that came to me on the hillside where I sat.
9. Here dwelt folks who fashioned houses which matched their souls.
10. Read these jokes, which have been treasured through the years.
11. We began to climb back to the pinnacles whence we had fallen.
12. There are those who have no more serious occupation than playing.

Class Work

Oral Setting-up Exercise: Illustrate independent clauses by sentences in which the clauses are added, contrasted, and made to express choice.

Take from dictation and underline each relative clause:

I suppose the reason why I particularly enjoy a grate fire is that I have always lived in a house which did not have a fireplace. Now that I have one, I long for times when I can find an excuse to put in the magic logs, which contain for me so much delight. For real enjoyment, give me a fireplace, and a cat that purrs as I read the books I love.

RELATIVE CLAUSES WITH *WHEN*, *WHERE*, AND *WHY*

THEY SOUND LIKE ADVERBS, BUT THEY'RE
ADJECTIVES!

These clauses have been mentioned before, but they sound so "adverbly" that another page is provided to help you master them. *Remember*: After time, place, and reason, relative clauses are often introduced by the adverbs *when*, *where*, and *why*. For example: "The reason *why this construction bothers* is that it sounds like an adverb." *Why this construction bothers* is a relative clause used as an adjective to modify *reason*. Never mind the sound; *see what the clause modifies*.

Home Work

Copy the following sentences. Underline once the relative clauses and twice the words which they modify.

1. At first you may call each clause introduced by *when* a relative clause, but there will come a time when you will not be so careless.
2. The reason why many people fail to recognize adjective clauses is clear.
3. There are few schools to-day where the rule is all work and no play.
4. In the town where I was born there were many folks who loved music.
5. The reason why I moved at a time when I could least afford to do so was that I was living in a section where conditions were intolerable.
6. Arnold turned to Nature to learn the reason why we exist.
7. Summer camps are places where many boys first learn to coöperate.
8. The newspapers report that the game at Ottawa, where the final contest was held, was marked by roughness on both sides.
9. Unfortunately, I arrived at a time when he was too busy to see me.
10. That is the reason why ethyl gasoline is used in racing cars.
11. I am puzzled to know the reason why you have bought a house.
12. Do you understand now the reason why adjective clauses are so difficult?

Class Work

Oral Setting-up Exercise: Express the thought in the following sentence in three different ways: "The man on the box is a well-known actor."

Take this paragraph from dictation; underline once each relative clause and twice each relative adverb:

At a time when most business men were cautious about investments, Colonel Wimple decided to spend millions on advertising. He told me yesterday the reason why he did this. "I always like to strike," he said, "when people least expect me to. Success depends upon being courageous at a time when others are scared. I used to work in a place where folks sat around and waited for good times. The reason why I succeed is that I don't sit and I don't wait!"

RELATIVE CLAUSES BEGINNING WITH PREPOSITIONS

THE PREPOSITION BELONGS IN THE RELATIVE CLAUSE

Sometimes the relative pronoun introducing a relative clause is the object of a preposition. Thus the clause is really introduced by a prepositional phrase. For example, we say "The paper in which this news was reported is very conservative." *In which this news was reported* is a relative clause used as an adjective to modify *paper*. *Which* is a relative pronoun; it is the object of the preposition *in*. *In which* is a prepositional phrase; it is used adverbially to modify *was reported*.

The possessive case *whose* is used for *of whom* to introduce a relative clause. "He is a man whose integrity I do not question." *Whose* is parsed as an adjective modifying *integrity*.

Home Work

Copy the following sentences. Underline the relative clauses. Be prepared to explain the use of each relative pronoun.

1. "There's no art by which we may find the mind's construction in the face."
2. He was a man whose character inspired confidence.
3. I returned to Mayview, the estate in which I had invested.
4. Sports in which we do not find pleasure are of little value.
5. A debate is a discussion in which we seek to find the truth.
6. Is this the young lady of whom you spoke to me last week?
7. Your letter, in which I am informed of your arrival, is before me.
8. History is only one means by which we may learn from the past.
9. Brutus was a man whose power to judge the actions of men was limited.
10. Words are signs by which we convey our thoughts and feelings.
11. Dress is a poor means by which to test the quality of a lady.
12. He pretended to distrust the plan through which I hoped to raise funds.

Class Work

Oral Setting-up Exercise: Give three sentences having infinitives as subjects.

Take from dictation and underline each relative clause. Explain the construction of the relative pronouns.

The Five-foot Bookshelf is an interesting means by which we may improve our minds. Nevertheless, for a man in whom the book-finding habit is strong, this is a very unsatisfactory scheme. Most of us love our corner libraries, in which we have placed books brought from hither and yon. The true book-lover is one whose books come from no single source.

RELATIVE CLAUSES INTRODUCED BY *AS*

SUPPLY THE VERB IF NECESSARY

Relative clauses introduced by *as* are easy to recognize when a complete clause is expressed. For example, "It was such an occasion as you will never see again." *As you will never see again* is a relative clause used as an adjective to modify *occasion*. But some of us are likely to miss the clause when the verb is omitted; that is, when the clause is *elliptical*. Consider this sentence: "Such constructions as these are awkward." *As these (are)* is the clause. Remember to supply the verb. "We had the same food as he (had)." *Such* and *same* are adjectives modifying *construction* and *food*.

Home Work

Copy the following sentences. Underline each relative clause, supplying the verb in brackets when necessary. Prepare to explain orally how each clause is used.

1. Such an act as this deserves our hearty approval.
2. A decision such as yours will lead to widespread criticism.
3. Morals cannot be improved by such bodies as committees of censorship.
4. Such recitations as yours lead me to question your energy.
5. Statements such as these do much to influence public opinion.
6. Terms such as "Roundhead," for example, are often derived from customs no longer familiar; so we fail to recognize their significance.
7. The same precautions as these should be taken every winter.
8. Phrases such as "hadn't ought" and "ain't" are undesirable because they violate the laws of good taste as well as grammar.
9. When we consider the matter carefully, we realize that such inventions as radio must be regulated by Federal boards.
10. Little marks such as commas are small in size, but they are mighty in significance.
11. Remarks such as yours, my dear sir, are inexpedient and unnecessary.
12. Why is it that so many fail to recognize such constructions as relative clauses introduced by *such as*?

Class Work

Oral Setting-up Exercise: Name four relative pronouns; four relative adverbs. Compose a sentence introduced by a phrasal preposition.

Take from dictation and underline each clause introduced by *as*:

Walter seldom failed to recognize such constructions as noun clauses; yet he always seemed unable to identify such forms as elliptical clauses. His failure was not due to such causes as lack of work or inability to grasp grammatical principles. The trouble lay, rather, in his peculiar inability to supply words. People such as Walter are too literal to realize that "such as Walter" means "such as Walter is."

PARENTHETICAL REMARKS

INTERRUPTING THE RELATIVE CLAUSE

Little side remarks, such as "I think" or "in general" are the sources of many grammatical errors. Especially is this true when they come immediately after relative pronouns. If we say, "He is a person who deserves much credit," no trouble arises; but if we say, "He is a person who, I think, deserves much credit," then we immediately begin to wonder about the punctuation and about the construction of the pronoun *who*. Watch the pronoun; and, if you are in doubt, take out the parenthetical part and examine what is left.

Home Work

Copy the following sentences. Underline each relative clause and be prepared to explain orally the construction of the relative pronouns.

1. Mother continually reminds me of a boy who, although he started life with little chance of success, became great.
2. You have made remarks which, I think, are entirely uncalled for.
3. It was a story which, despite its tragic side, seemed rather humorous.
4. Colonel James is a man who, in my opinion, is entirely upright.
5. He is a man whom, I know, many consider great.
6. He was a man who, even in our community, was considered uncouth.
7. This is a situation which, it seems to me, calls for courage and discretion.
8. Poplars are trees which, given plenty of room, grow to great heights.
9. He had slept near a man who, from the standpoint of volume and variety, was the best snorer whom he had ever heard.
10. Jackson is a shrewd fellow whom, we feel sure, all despise.
11. He was one who, in a certain sense, was deeply religious; yet he was also one who, as I have already told you, scorned religious forms.
12. Her desire for knowledge came from her mother who, I am now certain, was a woman of great intellectual power.

Class Work

Oral Setting-up Exercise: Criticize: "Having become badly rusted, we found the gun of no use." Use in sentences *either — or, almost, only*.

Take from dictation and underline each relative clause, but not parenthetical remarks. Watch the relatives and be prepared to tell their use.

Parenthetical parts are little words, phrases, and clauses which, as you no doubt realize by now, interrupt the main idea that you are expressing. They are expressions that are, unless very brief, set off by commas. I confess that these thrown-in parts, even if they are common in writing and speaking, are usually unnecessary. However, unless people decide never to use such forms, we must not be among those who (I speak literally) go to sleep when they are composing.

CASE OF RELATIVE PRONOUNS — REFERENCE TO POSSESSIVES

WHAT CASE?

Be particularly careful to determine the grammatical construction in which relative pronouns are used, especially when the relative clause is interrupted by a parenthetical remark. For example, in "He is a man whom we all admire," *whom* is the object of *admire*.

The antecedent of a relative pronoun should not be in the possessive case. A sentence such as "It is the boy's hat who was here" is confusing. Revise to "The hat belongs to the boy who was here."

Home Work

Copy the following sentences, filling blanks with the correct forms of the relative pronoun *who*, and correcting errors.

1. The old lady had a son she loved dearly and we found was devoted to her.
2. Each man has a helper, ... I think he calls his striker.
3. Our loss was due to Mitchell's haste, who had not tied the canoe.
4. Being in trouble, we asked the man's advice who stood near.
5. There stood the dwarf, ..., we are told, the people consider a sort of superior being.
6. Any native can tell you the guide's name who conducts parties.
7. A newsboy Miss Winslow was very fond of came up the steps.
8. We saw a ragged individual whom we felt had known better days.
9. Benson was a man whom we had found to be faithful and reliable.
10. In one of the caskets lay a picture to be found by the man who the fates decreed should marry Portia.
11. The correct solution of the problem should easily be obtained by whom-ever attempts it.
12. Near the south end of the lake was found Mr. Bushnell's hat, whose body has not yet been recovered.

Class Work

Oral Setting-up Exercise: Turn to page 110. Revise the first six sentences using relative clauses. Apply what you learn to your own composition.

Revise the following paragraph:

If you want a man who you can rely on, take Harris. Holton, who I told you about yesterday, is good; but he is Barton's friend, who you wouldn't want around your place. Then, too, Harris is a man whom I have always found agreeable. Holton is a chap who all that know him say they consider very moody. I don't care to have a man working for me who I have to consider too carefully.

AGREEMENT AND REFERENCE OF RELATIVE PRONOUNS

TROUBLES WITH RELATIVES

The relative pronoun *who* refers only to persons. *Which* refers to animals or things, or to a collective noun (even though it designates persons), like *committee* or *team*. *That* may refer to persons, animals, or things.

The form of a relative pronoun does not show its person or number. Notice carefully, therefore, the number of its antecedent to be sure that the verb in the relative clause is correct: "He is one of the best scholars who have ever attended this school" is correct; the antecedent of *who* is *scholars*, not *one*.

A relative pronoun should have a definite antecedent; it should not be used loosely to refer to a phrase or clause, as in "He worked quickly, which pleased me." Revise to "His quick work pleased me."

Do not allow the relative pronoun to wander away from its antecedent.

Home Work

Copy the following sentences, filling blanks correctly with relative pronouns and correcting errors. Not all relative pronouns are incorrectly used.

1. We passed houses were empty and whose windows were broken.
2. After a moment's delay he handed my uncle the flag, who thanked him.
3. The horse was said to be very old, which I readily believed.
4. On October 10, 1925, a snowstorm came, which was a very early date.
5. He made the whole trip on foot, which was most unwise.
6. Away went Henry, clinging to the tail of the cart, whose speed increased.
7. He told you where the path is on the mountain which you should follow.
8. She came dashing in, which alarmed her grandmother exceedingly.
9. The field, whose surface is littered with stones, must be cleared at once.
10. Only one of the ten ladies who was in the office says that she saw him.
11. The auditorium, whose seats held nearly a thousand, was well filled.
12. The man said that he was going, which I did not believe.

Class Work

Oral Setting-up Exercise: Give two sentences containing the relative *as*.

Revise the following paragraph:

In reality, the park whose buildings you see before you is in charge of Mr. Stanton. He is a genial fellow, one of those men who is always willing to do a favor. As he must look after the menagerie, he is something of a naturalist. Certainly he has won the affection of his pets, who give the affection to this man which a dog usually shows for a kindly master. He is very conscientious also, which makes him still more valuable.

ACHIEVEMENT TEST NUMBER 10

A

Explain the relative clauses, using the following model: Which I have is a restrictive (or non-restrictive) relative clause used as an adjective to modify pencil.

It is interesting to study the motives which influence the characters about whom we read. Macbeth was controlled by an ambition which he was too weak to overcome. Shylock, who resented the persecution of his race, was motivated by an insatiable desire for revenge. Hamlet was so influenced by his desire to be right, even at times when his duty seemed clear, that many regard him as a man who was cowardly. The life of Sydney Carton was influenced by a love such as few have known. Brutus, in whom love of country was stronger than loyalty to his friend and emperor, was moved by patriotism to commit an act that led to his downfall. So do books reveal to us the reasons why men act as they do in daily life.

B

Copy the following passage, making whatever corrections you consider desirable or necessary:

Yes, this is the dog who I spoke to you about. He is one of the best dogs, in my opinion, that has been imported to this country in recent years. His former owner, who I told you of yesterday, was a famous German dog fancier. He was one of the unfortunate ones who, because of the war, had to sell his most treasured possessions. Knowing I was a man that would value his dogs highly, he sold three of them to me. This one, who was really his favorite, was in the group. I consider myself fortunate in being able to get him, for he is a dog who, when he is a few years older, will be worth a great deal of money.

C

Copy the following passage, making such revision as you think necessary:

It is a most attractive house. The kind that invites you even before it's doors swing open. The long walk that leads up to it has a kind of a homey atmosphere. An indefinable something that makes you want to see more. I do not quite know what makes this place so appealing. It may be the shape of it, it may be the setting, I do not think I can analyze it. I guess that a person hadn't ought to try to analyze anything so elegant. They are meant to be fully appreciated and left alone.

RECOGNITION OF ADVERBIAL CLAUSES

WHAT DO ADVERBS MODIFY?

Even those who have the best of grammatical manners sometimes pass by an adverbial clause without even a smile of recognition. First, of course, be sure that you know how an adverb is used; then simply remember that an adverbial clause is only a subordinate clause used in the same way. *Remember*: Don't call everything introduced by *where* and *when* an adverbial clause. (See page 193.)

Home Work

Copy the following sentences. Underline each adverbial clause, putting after it in brackets the word which it modifies.

1. If you have his permission, you may come and go when you like.
2. Although your essay is effective, it lacks the charm necessary to win.
3. He acted as if he meant to keep his pledge; but I am worried, because I think that he lacks the will-power to do so.
4. Unless I am much mistaken, you will be pleased when you visit him.
5. Most people reach a time when they feel that existence is difficult.
6. "Wherever I go," said Mr. Edwards, "people always stare at me, although there is nothing unusual about my appearance."
7. The *Telegram* finds conditions so terrible that the Red Cross is unequal to the task of alleviating hunger and suffering.
8. Even though the presiding officer acted with calmness, the meeting broke up in disorder, for the audience was very indignant.
9. I always recall Emerson's remark that, although we cannot prove that there is a God, the thought of a world without one is inconceivable.
10. Since victory was assured, he sent Milton to the bench.
11. Unless we are to fail, we must develop intelligent voters.
12. An object is easier to grasp than an idea is; nevertheless, when we see an object, we must remember that an idea created it.

Class Work

Oral Setting-up Exercise: Express in as many ways as possible the thought in sentence number ten. Try at least five.

Take from dictation and underline each adverbial clause:

Although it is a very old topic, *The Value of Outside Activities* is still a debatable subject. Whenever I hear this subject discussed, I like to remember that education is more than book-learning. We take part in plays because we enjoy doing so; we also act in order that we may improve our memory, imagination, and power to express. We need to remember that, if we play the game properly, we may derive from football mental and physical power. Although education should give us knowledge, it should also increase our intellectual and spiritual possibilities.

USES OF ADVERBIAL CLAUSES

THE THOUGHT IN AN ADVERBIAL CLAUSE

Consider this sentence: "When I came into the room, he was sitting there." *When I came into the room* is a subordinate clause of time; it is used adverbially to modify *was sitting*. Do you see that in this explanation we have named the clause according to *the way it is built* and according to *the idea expressed*? In structure, it is subordinate; from the standpoint of thought, it expresses *time when*. All adverbial clauses are subordinate in structure. In thought, they express time, place, comparison, purpose, result, condition, concession, manner, and cause. Learn these uses.

Home Work

Copy the following sentences. Underline each adverbial clause, and place after each in brackets a word (time, place, etc.) which indicates the idea expressed. Be prepared to tell orally what each clause modifies.

1. If you wish a final decision, you must wait until father arrives.
2. Parker is more talkative but less convincing than your friend is.
3. I read my speech so that I could express my ideas with exactness.
4. If you will speak to Mr. Tobin, you will learn that he thinks as I do.
5. Just when he should have been calm, our skipper lost control of the boat.
6. If you will take my advice, you will go wherever you are sent.
7. Her work involved physical strain when she was unable to endure it.
8. Although Mr. Kendal was a man of even disposition, he was, when I last saw him, inclined to be irritable.
9. Colonel Dayton always said, whenever he was given the opportunity, that the movies could not take the place of the legitimate drama.
10. Because he lacks charm of manner, his talents are not appreciated.
11. We have met in order that we may pay tribute to a great American.
12. Since an adverbial clause must be classified in two ways, we must remember whenever we see one to grasp both thought and syntax.

Class Work

Oral Setting-up Exercise: What is an adverb? Point out the words and phrases used as adverbs in sentences one to four inclusive.

Identify and tell the use of each adverbial clause in the following paragraph, following the model in lines two and three at the top of this page:

As long as Jane is at home, we never lack for arguments. Although she is like tinder which sets our minds on fire, she is, however, extremely conservative. Her judgments are usually sound, since she always considers both sides of a question before she reaches a conclusion. If it is true that she is a vigorous supporter of her opinions, it is also true that she is fair-minded. She enjoys a debate, but she argues in order that she may find the truth.

THOUGHT RELATIONS EXPRESSED BY SUBORDINATE CONNECTIVES

EXACTLY WHAT DO YOU MEAN?

One of the surest ways of saying exactly what you mean is to supply yourself with an active vocabulary of connectives to express your thought. This is a small list of the connectives which introduce adverbial clauses. It is precise and useful; master it.

CAUSE: *because, for, inasmuch as*

CONCESSION: *though, although*

MANNER: *as, as if*

TIME: *when, before, while, since, until*

CONDITION: *if, unless* (if not)

RESULT: *so that*

PURPOSE: *that, in order that, lest* (in order that — not)

COMPARISON: *than, as — as, so — as*

PLACE: *where, wherever*

Home Work

Copy the following sentences. After each subordinate connective put in brackets a word which names the thought relation expressed.

1. Inasmuch as it looks like rain, I shall cancel the game.
2. I turned slowly away, feeling as if I had lost my only opportunity.
3. Carnegie Hall rang last week, as it does annually, with songs and cheers, for there was being held the Intercollegiate Glee Club Contest.
4. "Be very careful," said he, "lest you fail to obey orders."
5. His contribution to conversation is less than hers is.
6. Since his hearing failed, he has conducted more and more carelessly.
7. I meet many people wherever I go who look as if life were a vain thing.
8. The rain had continued so long that the rivers overflowed.
9. Unless you are prepared to work faithfully, you are sure to fail.
10. In order that he might hear better, Mr. Smith asked me to speak louder.
11. Whenever I go into an art museum, I am impressed by the beauty there.
12. Although it is important to know the name of a word, it is far more important to know this word's exact meaning.

Class Work

Oral Setting-up Exercise: Distinguish between prepositions and conjunctions. Name and illustrate four types of coördinate connectives.

Copy the following passage, and explain in brackets the thought expressed by each connective introducing a clause used adverbially:

Although most people want good government, many of us fail to vote. This is poor citizenship, for it is evident that the government of a democracy requires co-operation from each citizen in order that the complete and thoughtful judgment of the people may be expressed. If we do not vote, then surely we have no cause to complain when men of low ideals are elected to office.

NON-RESTRICTIVE ADVERBIAL CLAUSES

ADVERBIAL CLAUSES WHICH ADD A THOUGHT

Adverbial clauses are often written non-restrictively; that is, they add a thought to the main idea expressed. For example, we say, "He owns an automobile, *although I doubt if he can afford it.*" Here the subordinate clause says, *and in addition I doubt if he can afford it.* These added adverbial clauses usually express a cause or a concession; thus they are often introduced by *since, for, because, and although.* (See punctuation, page 86.)

Home Work

Copy the sentences. Underline the adverbial clauses which are non-restrictive and put after each in brackets the word which it modifies.

1. Dr. Walsh contributed one thousand dollars to the fund, although he knew that this amount was more than he could afford.
2. Time after time, even though he worked very hard, he failed in history.
3. There is no one in town who can take Miss Early's place, for few people can ever equal her ability to satisfy children.
4. In my day, Steiner was a happy-go-lucky fellow, although I have since learned that he has entered the ministry.
5. Although the proper choice of a topic must not be overlooked, it is really the manner of handling the material which counts.
6. Some folks, although they claim to be observant, never realize that in daily life there are Macbeths on all sides.
7. An essay is somewhat like a lyric poem, since it reflects man's moods.
8. Your car will bring you a very small sum, because it is six years old.
9. Junior, although he has a boyish face, is often mistaken for a girl.
10. He is a great historian, for he can discuss the significance of facts.
11. Some people find life tasteless, since they lack humor to season it.
12. Lying flat on one's stomach and raising one's self by hands and toes, although it is excellent exercise, is much like punishment.

Class Work

Oral Setting-up Exercise: Illustrate by sentences a non-restrictive participial phrase and a non-restrictive relative clause. Use the same two constructions restrictively.

Take from dictation and underline each non-restrictive adverbial clause:

We have developed as a company simply because Mr. Brown has been our guide. Perhaps I am able to appreciate Mr. Brown to a greater degree than you are, for the last firm I was with failed because of poor leadership. Under the direction of this great man, we have built with renewed power each day, although difficulties have constantly increased. We can never repay him, for no rewards have been devised to compensate adequately those who have served as he has.

ELLIPTICAL CLAUSES WITH *THAN* OR *AS*

SUPPLY THE VERB

The subordinate conjunctions *than* and *as* are often used to introduce adverbial clauses of comparison and manner used to modify an adjective or adverb. In this construction, the verb is frequently omitted. For example, we say "She is taller than he (is tall)." A subordinate clause in which the verb is omitted is known as an *elliptical clause*. Do not confuse these clauses with relative clauses introduced by *as*. (See page 195.)

Home Work

Copy the sentences. Underline the elliptical clauses. Supply the verb in brackets, and be prepared to explain orally what each clause modifies.

1. We have more conveniences than our ancestors, but do we live as happily as they?
2. That marvelous loom weaves thirty times faster than human hands.
3. "I have observed," said she, "that those who visit art museums are more intellectual than those who visit the movies."
4. Her essays are upon topics as diverse as morals and prize fighting.
5. Do you agree that the pleasure of getting money is not so great as the satisfaction of spending it?
6. Your decision does not reveal the same amount of deliberation as his.
7. How do you explain the fact that my car is in better repair than yours?
8. This author, who is undoubtedly more cultured than other American writers, says that he despises provincialism.
9. Gareth eventually became more taciturn than I; and I, strange to say, became as talkative as he.
10. Unless you are more energetic than he you will be left behind.
11. She pronounces her words with greater care than Mary; but, in my opinion, few speakers have less charm than she.
12. No lessons are more valuable than those which teach us to think.

Class Work

Oral Setting-up Exercise: Compose three sentences containing restrictive adverbial clauses and three containing non-restrictive adverbial clauses.

Take from dictation and underline each elliptical clause:

"Men are poorer housekeepers than women." The lady who wrote that statement was speaking of the way in which men run the state and nation. While a nation is more complex than a home, still the problems of the latter are much the same as those of the nation. We must learn from mothers to apply to civic affairs industry and thrift even greater than theirs. It is not certain that women are more economical than men; but as I think of Aunt Jane, I often wish that some of our statesmen were as businesslike as she.

NOT SO DIFFICULT AS SOME

BUT AS NECESSARY AS ANY

Correct English requires the use of *as* — *as* when the statement is affirmative. For example, "His car is as expensive as mine." *So* — *as* is used when the statement is negative. For example, "His car is not so expensive as mine."

Home Work

Insert the correct phrasal (*so* — *as* or *as* — *as*) in each of the sentences:

1. Brother Tom, who always wants to wear my clothes, objects because my feet are not large his.
2. Our little cabin is attractive yours, and it is warmer.
3. The essay is to many people not interesting the novel.
4. I am tired of hearing that we are not moral our ancestors.
5. Mayor Patterson was indignant on this occasion my father was when I borrowed his favorite pocketknife.
6. A fireplace is not warm a stove, but it is far more attractive.
7. I listened and heard a noise loud and shrill that made by the siren on Mason's factory.
8. The address which Mr. Golden made over the radio was not interesting the one which he made before the Drama League.
9. Your suit cost fifty dollars, but it is not attractive mine.
10. The storm being over, we went on, confident that not much damage we had expected had been done.
11. The statement that our modern stage is indecent is not much a criticism of the theater it is of the public.
12. In certain localities, we are not likely to feel the cold at thirty below zero we are in New England when it is much warmer.

Class Work

Oral Setting-up Exercise: Use in sentences: *how*, *as if*, *whereas*, *too*, *consequently*, *either* — *or*, *because*, *while*, *unless*, *furthermore*.

Rewrite the following passage, making necessary changes:

A student of great ability who makes only fair marks does not deserve as much credit as a poor student who is doing his best. Sometimes we are not so thoughtful about this matter as we ought to be. Take, for example, James Dayton. He is not as bright as John Andrews. They both make about seventy per cent in English. Does John deserve as much praise as James? In my opinion, he deserves much less, for he does not expend one third so much effort as James. A matter of character is involved in our judgment of such people. If we realized this fact, we should not be as free sometimes to regard poor students as "boneheads"; nor should we be so ready to regard some who merely pass as scholars.

CONFUSION OF PREPOSITIONS AND CONJUNCTIONS

THREE BAD ONES

Like, *without*, and *than* always cause trouble because people do not recognize the difference between a conjunction and a preposition. *Like* and *without*, as connectives, are always prepositions; *than* is always a subordinate conjunction. Thus it is correct to say, "He studied as if he meant to pass"; not "*like* he meant to pass." Write "*unless* he goes"; not "*without* he goes." And it is correct to say, "She is taller *than* he"; not "taller *than* him."

Complete elliptical *than* clauses, and determine the case of the pronoun.

Home Work

Correct the following sentences. Examine each connective carefully; some of them are correctly used. Review page 204.

1. He looked like he was exhausted without you examined him closely.
2. Marjorie is years older than him, but she looks like she is younger.
3. It looks like I need a rest, yet I must finish this work.
4. Without using imagination, we cannot read appreciatively.
5. "Well," I said, "the pup may be prettier than her; but she looks like she hasn't the points to win."
6. There is no better weather prophet in this locality than him, and he says that it looks like it is going to rain.
7. Work without enthusiasm is like steak without the juice.
8. My book is larger than yours, but it seems like it is not so useful.
9. In my opinion, James is more gracious than she but not so able.
10. Most people read poetry like they were without a sense of rhythm.
11. A person who talks like he does is like an unchecked geyser which runs like it will never stop.
12. You cannot correct the errors on this sheet without you work.

Class Work

Oral Setting-up Exercise: Distinguish between subordinate conjunctions and prepositions. Criticize "He went to Boston. The show being over."

Copy the following passage. Fill the blanks with appropriate connectives. Correct all errors.

"A newspaper," says my nephew, "should give the people no better news they want." He talks people always knew what they wanted. Moreover, it looks like he thought that what people want is always best for them. Without a newspaper editor had higher aims than him, the editor would fail. Of course, a newspaper must have readers; and you cater a bit to the public, you will not get subscribers. However, it looks like a paper can print interesting news, and at the same time serve the community, with decent, impartial, lofty aims.

CARELESSLY OMITTED SUBJECTS

DECAPITATED CLAUSES

Adverbial clauses, particularly at the beginning of a sentence, are frequently deprived of their subjects. The result is certainly a lack of clearness and frequently a ridiculous statement. "When well buttered, boys are fond of popcorn," should be revised to, "When popcorn is well buttered, boys are fond of it."

Home Work

Revise the following sentences. Supply the missing subject or recast the idea in an entirely different form to make a clear sentence.

1. While in this state of mind, a trivial temptation may cause you to fall.
2. Although well greased, the cake stuck to the pan. When removed from the pan, however, we found the fragments delicious.
3. If well washed, you can eat spinach without chewing on sand.
4. When tired, a good night's sleep is better medicine than anything on the druggist's shelves.
5. If grown in contaminated water, you may contract typhoid fever from eating oysters.
6. When correctly used, you will find participles very useful in expressing your thoughts.
7. Although badly hurt in the preceding play, the accuracy of John's foot did not fail him, for his drop-kick resulted in a perfect goal.
8. You will find that, if washed in hot water, the size of your woolen garment has greatly decreased.
9. When in doubt about a candidate, the principal's analysis of a boy is of great use to the college authorities.
10. The men ate ravenously of the food, although of very poor quality.
11. However small, you will notice that a girl shows traits truly feminine.
12. Men usually enjoy comic motion pictures, even if seventy years old.

Class Work

Oral Setting-up Exercise: Express the idea in sentence eleven by sentences of different construction. At least four new versions may easily be made.

Revise the following paragraph:

When cold, we find the wax very difficult to work. If warmed over a gentle heat for a few minutes, however, the brittleness gives way to a plastic state. When in this condition, articles such as flowers and leaves can easily be shaped, if done with speed. Whenever too hard to be worked further, you should reheat the object you are modeling. Be careful not to use too much heat, however. If warmed too much, the shape of the article will be destroyed by melting.

ACHIEVEMENT TEST. NUMBER 11

A

Explain the adverbial clauses in the following passage. Use this model:
When he came in is a subordinate clause of time; it is used adverbially to modify stood.

Some years before he died Joseph Pulitzer announced his purpose to found a school of journalism at Columbia. Although there was a great deal of sniffing among newspaper men at the innovation, the plan has proved a good one. In the era when newspaper-making was the most individual of occupations, the work was of doubtful value. As newspaper-making has become more and more a coöperative enterprise, however, the idea has become increasingly profitable. Of course, some of these college journalists are trained so that they have all theory and no practical knowledge. In general, however, colleges have undertaken this work because they wanted to supply newspapers with carefully trained and practical men. Where classroom work has been supplemented with actual practice, the work has been beneficial. If it is true that these schools have turned out some "flapper journalists," it is equally true that they have graduated some able men.

B

Revise the following passage:

Although well scraped, I was still not satisfied with one of the floors. For some reason or other, it was not as smooth and attractive as the others. In fact, it looked just like it was an old speckled hen! I waxed it and waxed it, and John worked on it longer than me. Still it didn't look right. It seemed like it was just half done. Finally, we took off all the wax and started over. Then we got results. I guess you can't do much of a job on old floors without you get the floor entirely clean to begin with.

C

Revise the following paragraph:

In back of my house is a hill. It is a steep hill. It slopes down abruptly to my house. The hill is very small. Although well sodded and awfully attractive, I have always thought it too bad that such a fine spot of ground had to lay idle. Neither my wife or I have been able to think of what to do with it. Each of the visitors who has come to see us have made their suggestions. Still, due to the peculiar shape and location of the land, I have not found a suitable use for it. To-day I solved the problem. I have a grand idea. I will plant roses on that hill that shall spread all over it. Then, as it says in the garden magazines, it will be one of the "beauty spots of America!"

IDENTIFICATION OF NOUN CLAUSES

CLAUSES THAT NAME

A noun clause is merely a group of words with subject and predicate used as a noun. Like a noun, a noun clause may be used in any of the following constructions:

1. Subject: *What he said* is false.
2. Direct object: He explained *that I had made a mistake*.
3. Retained object: He was told *that I was a diplomat*.
4. Adjunct accusative: Good luck made him *what he is*.
5. Predicate nominative: The main point is *how we can finance the plan*.
6. Object of preposition: I have not the slightest idea of *why you act so*.
7. Adverb: I am sure *that he is here*. (See page 211.)

Home Work

Copy the following sentences. Underline each noun clause and place in brackets after it the name of its construction.

1. Few people, I feel confident, really know what loyalty means.
2. Living in a democracy does not mean that we may do what we please.
3. What he said was that you were unnecessarily rough.
4. The visitor was told that Professor Atkinson had moved to Nebraska.
5. Many people have little appreciation of what it means to be educated.
6. Careful organization made Dixon and Company what they are to-day.
7. The question is why are you always so tired when you do so little work.
8. "Who chooseth me shall gain what many men desire."
9. That you are regarded as wrong is really a tribute to your honesty.
10. He replied that he meant to drain the swamp as soon as possible.
11. I think that your term "responsible to the people" is misleading.
12. These few sentences ought to show you how noun clauses are used.

Class Work

Oral Setting-up Exercise: Define: subject, direct object, retained object, adjunct accusative, predicate nominative, object of a preposition.

Take from dictation and underline each noun clause:

Lincoln said that you can fool all of the people some of the time, that you can fool some of the people all of the time, but that you cannot fool all of the people all of the time. Such epigrammatic statements made Lincoln what he was — the greatest wit of his time. What he said, however, is not always true, as I was assured only last week, when a student told me that a noun clause is a predicate. I have not the slightest notion of why such statements are made, but they seem to indicate that Mr. Lincoln never was forced to teach noun clauses. Otherwise he would not have said what he did.

THE USE OF EXPLETIVES

SMOOTHERS

If a person says, "To go is unnecessary," we consider him a bit "high-brow." The reason is that we are accustomed to smooth out such unnatural and awkward sentences with the words *it* and *there*. These introductory words, called *expletives*, force the real subject toward the end of the sentence. Introduce the sentence given above with the expletive *it*, and the sentence will read: "It is unnecessary to go." *To go*, although after the verb, is still the logical subject.

Home Work

Copy the following sentences. Underline the expletives once and the subjects of the verbs twice.

1. It has been said that discretion is the better part of valor.
2. There is no question, my dear sir, that you are wrong.
3. It is generally agreed that no modern dramatist has surpassed Shakespeare in the portrayal of character.
4. As yet it has not been generally acknowledged that "Slikum" and bell trousers are evidence of good taste in dress.
5. There is little reason to feel so critical of his action.
6. There is every reason to believe that your stock will increase in value.
7. In striving for an education, it is necessary to distinguish between what we go through and what goes through us.
8. It became evident that the whole affair was a practical joke.
9. It is unreasonable to argue that parking on Main Street is undesirable.
10. There are those less fortunate than we who deserve our sympathy.
11. It is a mark of distinction to speak with clarity and power.
12. There is reason to believe that a program in dialect will be interesting.

Class Work

Oral Setting-up Exercise: Define *personal pronoun*, *adverb*. Use *it* as a personal pronoun. Use *there* as an adverb of place.

Rewrite the following passage so that each sentence begins with an expletive:

That a college education is profitable is certain. To recall the figures of the Department of Education showing the advantages of the educated class is necessary if we are to appreciate this fact. Then, too, to recall that success in life means more than money is wise. That education opens little windows to beauty and happiness which are closed to the untrained mind is not to be doubted. To argue that some people are really educated who never go to college is useless. That these very people are the first ones to advise college training is a fact.

NOUN CLAUSES AS ADVERBIAL MODIFIERS

OUT OF THE ORDINARY

Noun clauses used after the adjectives *certain*, *sorry*, *glad*, *sure*, and *careful* are used adverbially. For example: "I am certain that you are wrong." *That you are wrong* is a noun clause used adverbially to modify the adjective *certain*.

Home Work

Copy the following sentences. Underline each noun clause and prepare to explain orally how it is used. Be prepared to state the independent clauses.

1. Be careful that you do not take the road to the right.
2. We are sure that a plan acceptable to all concerned can be formulated.
3. We are certain that a young lady of your ability should not be out of work.
4. The storm being over, Mrs. Marsh was sure that we would have little difficulty in reaching Ashville.
5. "I am sorry," he said, "that you cannot accept my point of view."
6. I am glad that he received as much recognition as he deserved.
7. "Well," said Virginia, "I am glad that it is raining, for now I can stay at home and play."
8. Why are you so sorry that he has gone?
9. In spite of Santa Claus's size, Alan was sure that he would come down the chimney without difficulty.
10. "But," said the fairy, "be careful that you do not come unless you hear my magic bell."
11. Jane was not at all certain that these fragile goblets were worth what I paid for them.
12. It is true that he has the money to pay at once, but there is no definite assurance that he will do so.

Class Work

Oral Setting-up Exercise: Explain the use of *shall* and *will* in questions. Use the expletives *it* and *there* in sentences.

Take from dictation and underline each noun clause used adverbially:

It is necessary that you understand the noun clause. I am sure that you will have little difficulty with its ordinary uses, but it is not certain that you will recognize its adverbial use. Of course, I should be sorry that you failed to master any useful construction; but I should be particularly glad if I were sure that you fully understand noun clauses used adverbially. There is no doubt that such information will be found useful in your study of English. I am quite certain that you will not regret the time spent on this unusual construction.

NOUN CLAUSES IN APPPOSITION

THEY SOUND LIKE RELATIVES, BUT THEY'RE NOUNS

It is very easy to confuse a *noun clause in apposition* with a relative clause. "I made the statement that he is wrong" sounds very much like "The pen that I have is useless." But look again. In the first sentence, *that* is a subordinate conjunction; in sentence two, *that* is a relative pronoun. How do we know? Because in sentence one, we cannot substitute *which* for *that*; furthermore, *that* is not used as a subject, complement, or object of a preposition. In the second sentence, we can substitute *which* for *that*, and *that* is now used as the direct object of *have*. These facts indicate that the first *that* is a subordinate conjunction. The second *that* is a relative pronoun. The noun clause introduced by the subordinate conjunction is in apposition; the clause introduced by the relative pronoun is an adjective clause.

Home Work

Copy the following sentences. Underline each noun clause in apposition. *Remember*: If you can substitute *which* for *that*, the clause is *relative*, not noun.

1. The fact that you have difficulty in recognizing noun clauses in apposition is the reason that you are asked to consider these sentences.
2. The idea that a person has a right to be free is rather modern.
3. You justify my judgment that you are methodical and industrious.
4. He enjoyed the thought that he would soon retire to a life of ease.
5. The supposition that you can become educated without thinking is foolish.
6. Your statement that we ought to take a chance reveals poor judgment.
7. Wherever I go, I meet the proposal that man's chief aim in life is money.
8. Why, yes, the suggestion that we take blankets is a very good one.
9. But, Mr. Newton, the proposals that you have made are ridiculous.
10. Why, mother, the little bugs that I saw had lanterns.
11. You strengthen my opinion that you are aggressive but unwise.
12. These two constructions that explain nouns should now be clear.

Class Work

Oral Setting-up Exercise: Define and illustrate: exclamatory noun, noun of address, absolute noun, noun in apposition.

Take from dictation and underline each noun clause used in apposition:

I bought paint that had all shades and tints. Home I went glowing with the idea that now I could "save the surface and save all." Alas! the fact that I ruined every chair in the house is unimportant. And my neighbor's nasty proposal that I paint the house, not myself, was, of course, undeserved. My wife's frequent suggestion that I learn to control my temper was certainly uncalled for. That it cost over twenty dollars to clear up my messes is a mere trifle! Surface? Bah!

NOUN CLAUSES INCORRECTLY INTRODUCED

THAT IS THE IMPORTANT WORD

The following expressions have some friends, but their enemies point out that they all reveal a misuse of the noun clause or its connectives:

1. "The reason is *because*." Complete *is* with a noun clause introduced by *that*. *Correct*: "The reason is *that* he lacks courage."

2. "A noun is *when*." In definitions, complete *is* with a *noun*. *Correct*: "A noun is a *word* which names something."

3. *If* or *as* as a substitute for *whether*. *Correct*: "I do not know *whether* (not *if* or *as*) I can go."

4. *Where*, *as*, and *how* as substitutes for *that*. *Correct*: "I have read *that* a local bank was robbed" not "*how* (*as* or *where*) a local bank was robbed."

Home Work

Correct the following sentences. *Remember: That is the important word.*

1. The reason why George fails is because he does not study.
2. I read in *The Times* where there was a dangerous fire on Main Street.
3. A predicate nominative is when a word in the predicate explains the subject.
4. I did not ask you to come, for I heard how you were out of town.
5. I am not sure as you know if a complex sentence is where a sentence has a dependent and an independent clause.
6. The reason this sentence is objectionable is because it is not clear.
7. "Well," said Mrs. Malaprop, "I see where there is going to be a lecture."
8. We were not sure as he could go, for we had heard how he was ill.
9. A forward pass is when one of the backs throws the ball over the line.
10. A novel is where you have a long story with plot, setting, and characters.
11. Although you mean to do right, I don't see as you realize your errors.
12. A compound sentence is when there are two or more independent clauses.

Class Work

Oral Setting-up Exercise: Give three sentences containing relative clauses introduced by relative adverbs. Give three sentences using the same adverbs as conjunctive adverbs introducing noun clauses.

Fill the blanks with proper connectives. Correct all mistakes.

Many of us never develop the power to appreciate beauty. The reason is we permit the struggle for existence to crowd out loveliness. We are all very busy, but I cannot see this is a reason for failing to spend a little time on the artistic side of life. Most of us can hear good music and read inspiring books. I see by the morning paper where a radio can now be bought for three dollars; libraries provide books free. Remember that the full development of a person to-day is where you increase your sense of beauty as well as your pocketbook.

MISUSED AND OMITTED CONJUNCTIONS

INCORRECTLY INTRODUCED

Different should be followed by *from*, not by *than* or *to*. "It is different *from* what I expected."

So should not be used before an adjective or adverb unless *that* and a result clause follows: "John is *so* kind" should be "John is very kind" or "so kind that I admire him."

But what and *but that* are often incorrect and usually clumsy substitutes for *that*. "I do not doubt *that* he will go" is correct. Do not write "I do not doubt *but what* he will go." Even in the allowable expression "I am not sure but that I shall go," the words "Perhaps I shall go" are more direct.

The verbs *say*, *know*, *perceive*, *hear*, and the like are properly followed by a clause beginning with *that*. Do not omit the conjunction.

Home Work

Copy the sentences. Correct errors, supply omitted conjunctions, and fill blanks with the proper conjunctions.

1. The play was very different what I had expected.
2. I know you ought not to come. I've just told you we all have colds.
3. Jessie is not certain she can swim the distance.
4. "I don't know but what you'll be a politician yet," said the old man.
5. Very different Paul was his cousin Robert.
6. He desires a song different the "dear old school" type.
7. Girls are so likely to make this error; so I am putting in a sentence especially dedicated to them.
8. Probably we shall hear he has left. He is so likely to change his mind.
9. I don't doubt but that a fish thinks a rubber frog is not different than the live ones he occasionally catches.
10. A process different this one is described on page ten.
11. They knew then they had taken the wrong road; so they turned back.
12. Helen did not doubt the dress was becoming. In fact she told us that it brought out the color of her eyes so well.

Class Work

Oral Setting-up Exercise: Use *apt*, *likely*, and *liable* in sentences. Use *only*, *merely*, *hardly*, *scarcely* in sentences.

Revise the following paragraph:

When you want a dish entirely different than any you have eaten, I assure you you will find this so delicious. To prepare it, first twist several small twigs into a sort of open racket. On this lay strips of bacon and broil these over the coals of a campfire. I do not doubt but what you will say a sandwich made of the broiled bacon is so delicious.

"INFINITIVE CLAUSE"

PEOPLE DIFFER ABOUT THIS ONE

Few constructions receive more varied interpretation than the underlined part of this sentence: "I urged *him to go*." Here are two possible explanations: (1) Call *him to go* an infinitive clause, equal to *that he go*, *him* being the subject of *to go*; (2) call *him* the indirect object, and *to go* the direct object. These explanations are approved by many writers as the most consistent with common sense and grammatical principles.

Sometimes the infinitive clause is used as the object of a preposition: "I wrote for him to come." *For him to come* is a prepositional phrase used as an adverb. In the sentence, "*For us to stay* would be fatal," *for us to stay* may be called the subject.

Home Work

Copy the following sentences. Underline the *him-to-go* constructions. Be prepared to give both explanations of the form.

1. When you see Mary, urge her to spend the week-end at our house.
2. I instructed him to do his work before Monday.
3. I urged John to do his duty whatever the cost might be.
4. Did you not wish her to come whenever she notified you?
5. Why did you order him to report at Boston?
6. Seldom have I found the necessity of commanding him to do anything.
7. Dr. Wallace after a careful examination advised him to take a vacation.
8. During the fall of 1925, the superintendent urged him to study.
9. I had always wished him to read good books, hoping that he would profit by them.
10. "You can lead a horse to water, but you cannot make him drink."
11. Let me urge you to take a daily walk as the best means of keeping fit.
12. The Navy Department telegraphed for him to return at once.

Class Work

Oral Setting-up Exercise: Criticize: "I cannot think of a sentence different than this. A thing I awfully regret." Express the thought in sentence twelve in three different ways.

Take from dictation and underline the infinitive clause constructions:

I advised her to receive the promotion modestly, and I urged her to remember that she must not rest on her reputation. As you see, she has followed my advice; and now her employers have ordered her to take charge of the large California office. They wished her to take a month's vacation and then report for duty. This she is doing, for the doctor instructed her to take the much needed rest. Her advancement shows the value of modesty and hard work. I urge you, my son, to follow her example.

GRAMMATICAL CLASSIFICATION OF SENTENCES

HOW SENTENCES ARE BUILT

A *simple sentence* is one having a single subject and predicate: "Mabel sings." Either the subject or the predicate may be compound. "John and Mabel sing and play" is a simple sentence. A *compound sentence* is one containing two or more independent clauses. "He went to Boston; I went to New York." A *complex sentence* is one containing one independent clause and one or more dependent clauses: "When they arrive, I shall be free to go." A *compound-complex sentence* is one containing two independent clauses and one or more dependent clauses. "This paper clip, which cost only ten cents, is practical; that one, which cost a dollar, is useless."¹¹

Home Work

Copy the following sentences and classify them according to structure. Model: "He swims" [simple]. Underline independent clauses once and dependent clauses twice. Remember to consider a noun clause both as a dependent clause and also as part of the clause in which it stands if it is a subject, complement, or object of a preposition.

1. A sentence may be classified according to both structure and purpose.
2. Leland found that a knowledge of sentences helped him in punctuation.
3. I realized that we need variety in writing, but I was familiar with only one type of sentence.
4. A student who cannot classify sentences according to thought often puts question marks at the end of imperative sentences.
5. Ted and Joe studied the pamphlet with diligence and finally mastered it.
6. Take for your next assignment the chapter on compound sentences.
7. Do you realize the value of recognizing the types of sentences?
8. Some students feel that this subject is a waste of time.
9. To be sure, he composed stories and sold them; yet he died a poor man.
10. Learn to recognize the difference between a command and a statement.
11. How can you punctuate a sentence, if you cannot recognize one?
12. Is this sentence simple, or is it one that is compound-complex?

Class Work

Oral Setting-up Exercise: Review pages 186, 187 and be ready to name and classify the conjunctions which may be used in compound sentences.

Be able to take from dictation and to classify each sentence:

Simple as this sentence may seem, it may prove useful in testing your knowledge of sentence classification. See how easy it appears! How short it is, and how simple the words are! Yes, but do not pass over it thoughtlessly, for you may be confused in thinking that some of the *ing* words are verbs.

REVIEW OF THE TYPES OF CLAUSES

COMPLETE OR INCOMPLETE?

The types of clauses are reviewed for your convenience on this page, but to get the full value of the illustrations you should review the instruction given on pages 185, 192, 200, 209.

Types of clauses:

1. Independent: *He went to Paxton*; whereas *I went to Rutland*.
2. Dependent:
 - a. Noun clause: I realized *that I must cut expenses or fail*.
 - b. Adjective clause: He was a man *whom I could trust*.
 - c. Adverbial clause: *Although we are patient*, we cannot be considered meek.

Home Work

Copy the sentences. Underline each independent clause once and each dependent clause twice. Be prepared to tell orally how each clause is used.

1. When Madame Schervée began her career, she suffered great privations.
2. I recognized the man who on the day before had tried to assault me.
3. I am not sure that I remember the place where you live, but I shall try.
4. Although he became what we call "a master mind," I do not admire him.
5. Neither could he follow the trail, nor could he go by the Kingsley Road.
6. You, too, my lord, look as if you understood what I mean.
7. I wonder why so much that is serious appears in our literature.
8. If you consider the idea thoughtfully, much that we think sad is funny.
9. When I stepped into the hall, a man taller than I was speaking.
10. We ought to go, but whether we will or not is a different question.
11. The statement that the right thing to do is what people consider right is not true, for there is a vast difference in moral values.
12. The plan of directing traffic by lights has been adopted in many cities; hence it is reasonable to suppose that it is the best plan yet devised.

Class Work

Oral Setting-up Exercise: Compose independent clauses which express (a) addition, (b) contrast, (c) choice, (d) consequence.

Explain each clause in the following paragraph, using the form of statement to which you are accustomed:

A great leader, who was revered by his men as a symbol of all that was noble and brave, died when his followers were journeying to the Holy Lands. The warriors encased his heart in a casket which was made of purest gold. Thereafter, when defeat was at hand, they hurled the casket in the midst of the enemy; thus no man dare retreat, and great victories were won because a man's life had inspired faith.

A

Explain the noun clauses, using the following form as a model: What he said is a noun clause, used as the subject of is.

It is said that the test of a man's character is found in how he uses his leisure. From what I have observed of people, I am certain that this statement is sound. The truth of the idea that people use their time profitably when they are watched is not to be questioned. What I want to know is how a person conducts himself when his time is his own. Then it is that we see if he has the capacity for liberty. I urge you to consider these facts, but I suppose there is little hope that you will do so.

B

Revise the following passage:

A mistake in diction is when we use words and phrases not characteristic of the best style of educated people. It is a use different than what we find approved by our dictionaries and handbooks of usage. Poor diction is so common! I suppose the reason is because we hear so much carelessly spoken language. I have read how most of us hear about ten times as much poor English as effective English. I am not sure but what the person who "murders the King's English" ought to be declared guilty of a crime.

C

Revise the following passage:

Looking over my themes, a very common error is found. It is called a "dangling participle." Its an awful blunder, it's about as bad as a comma blunder, and they hadn't ought to make them, I have heard young writers say how they couldn't find such errors. The reason is because they haven't trained themselves to look for them. Let's you and I regard these errors like they was very important. If we are really serious and realize that there are no errors but what we can master, we will one day be repaid for our efforts.

ACHIEVEMENT TEST IN FORMAL GRAMMAR

SENTENCES FROM COLLEGE ENTRANCE EXAMINATIONS

Can you explain the words, phrases, and clauses in the following sentences?

1. Although this sentence may seem simple, it is not unlikely that it will prove useful in testing your familiarity with some of the principles of English grammar.
2. A student's attention should not be so fixed upon detail that he fails to appreciate the purpose and charm of what he reads.
3. Such questions as these are neither vague nor technical; therefore, examiners expect that you will make a mark revealing that you are thoroughly familiar with the essential principles of English grammar.
4. Candidates are admitted to the Freshman class on passing a satisfactory examination in the subjects listed below.
5. Whoever denies that constant application has not sometimes increased his interest is either insincere or inexperienced.
6. Looking calmly over the situation, he recognized the fact that there could be no doubt of the accuracy of the information which he had received on the day before from DuMonts.
7. Although we cannot give the Colonists representation in parliament, we can safely try their plan of supplying revenue by taxes fixed in their own assemblies.
8. When such a question comes before the Supreme Court and is determined, the determination may be different from what the legal profession has expected, may alter that which has been believed to be law, may shake or overthrow private interests based upon views now declared to be erroneous.
9. Remember, when you have completed your system of improvements, that Nature still proceeds in her ordinary course.
10. One day in the midst of these dismal times, a wild figure approached the portals of the Province House and, folding his arms, stood contemplating the scarlet banner which a passing breeze shook fitfully, as if to fling abroad the contagion which it typified.
11. As silent as a mouse stood I while a boy no larger than George slowly opened the door which led from the corridor into the adjoining room.
12. Indeed, certain of the most authentic historians of these parts, who have been careful in collecting and collating the facts concerning this specter, allege that, the body of the trooper having been buried in the churchyard, the ghost rides forth to the scene of the battle in nightly quest of his head, and that the rushing speed with which he sometimes passes along the Hollow like a midnight blast is owing to his being belated and in a hurry to get back to the churchyard before daybreak.

Date Due

NOV 2 0 88

NOV 12 1988

NOV 5 88

WITHDRAWN



425
W119d

VERMONT COLLEGE LIBRARY



0 00 10 0014742 9

VERMONT COLLEGE LIBRARY
VERMONT JUNIOR COLLEGE

425
W119d

4502

Wade, Harold L.
A Hozen a Day In
Spelling,

